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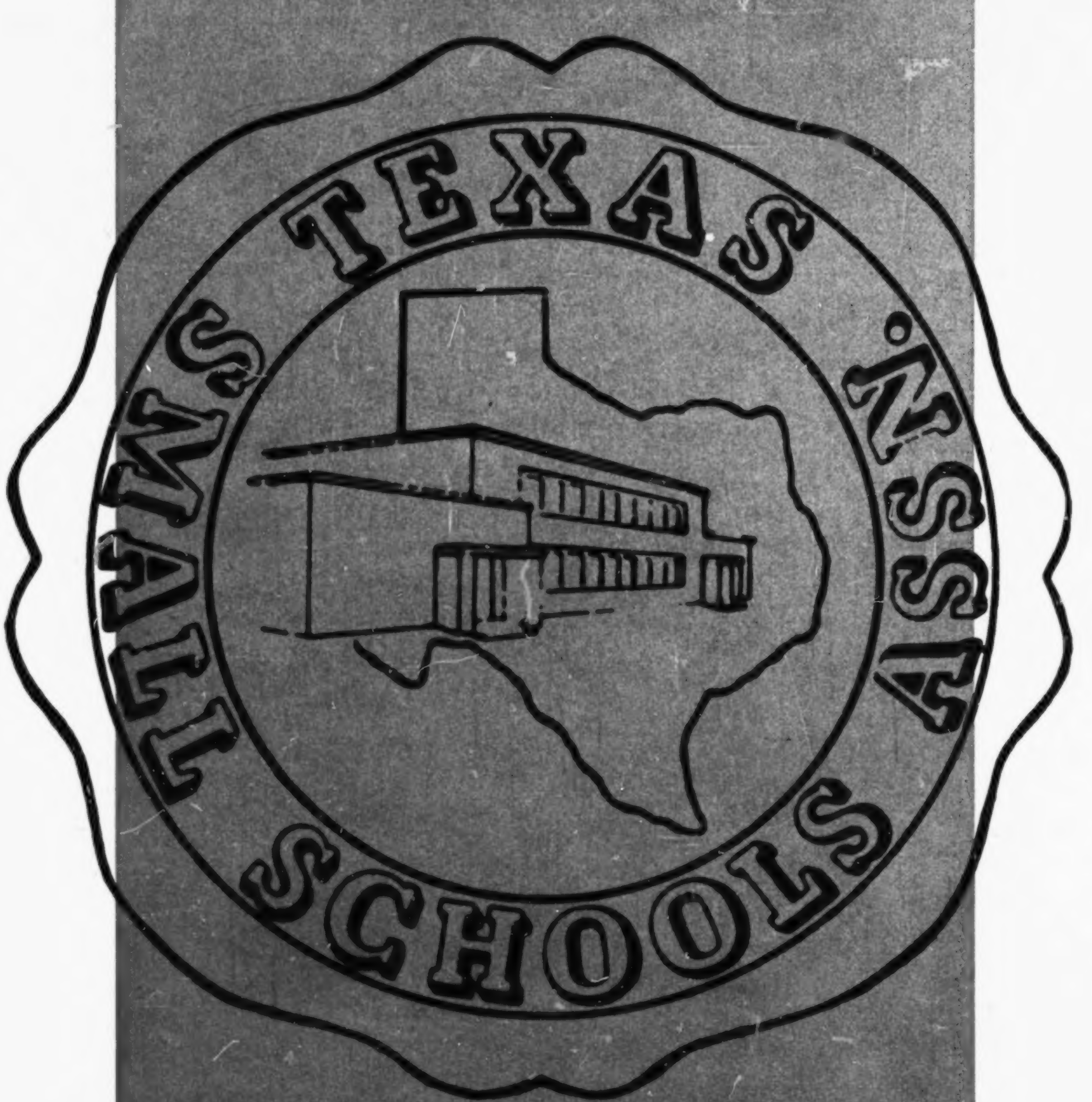
Identifiers-*Texas Small Schools Association

The Texas Small Schools Project has been dedicated to improving the quality of instruction in small schools, and this document provides examples of how this improvement is being brought about in the areas of teacher education and classroom instruction. Pictures and narrative are used to illustrate accomplishments in summer workshops, regional meetings, and local inservice training programs. Innovations are also indicated in library programs, instructional materials, programmed instruction, team teaching, non-graded primary classes, health and physical education, multiple classes, supervised correspondence courses, student seminars, testing and guidance programs, and dropout prevention programs. The document concludes with the association's constitution. (SW)



TEXAS SMALL SCHOOLS ASSOCIATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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YEARBOOK
1963-1964

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FOREWORD

During the 1962-64 biennium the Texas Small Schools Project has grown in enthusiasm for school improvement and in number of schools involved. At the end of the biennium more than 18,000 children are benefiting from this program. Eighty-four small member schools are now organized into twelve regions.

Once again, the Texas Small Schools Association, a joint sponsor with the Texas Education Agency, takes pride in presenting in its biennial report, a chapter in the history of the Texas Small Schools Project.

This Project has been dedicated to improving the quality of instruction in small schools, and in this publication we try to show in two areas, teacher education and classroom instruction, how this improvement is being brought about. Teachers are being encouraged to do better teaching through the stimulating classes of the summer workshop, through association with other teachers at the regional meetings, and through inservice education workshops at the local school.

The forward looking attitude of the Project leadership has encouraged small school personnel to give consideration to any new knowledge, any aid, any technique which may hold promise for improving small school instruction. Adding to their study of multiple class instruction, flexible scheduling, and supervised correspondence courses, the schools have given attention to library improvement, to development of more effective instructional materials, to non-graded classes, to team teaching, and to using programmed instruction. Seminars for gifted students have been started, and renewed study is being devoted to the dropout.

ED022570

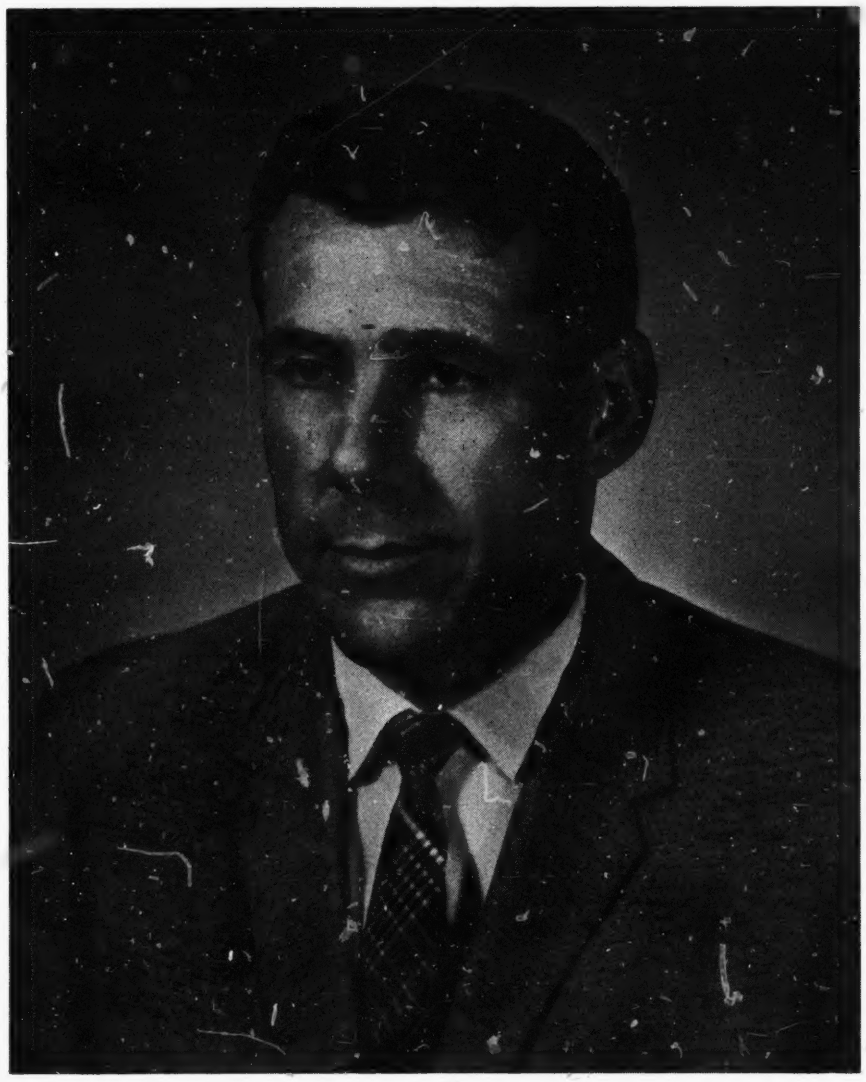
DR. J. W. EDGAR

STATE COMMISSIONER OF EDUCATION

DEDICATION

The Texas Small Schools Association wishes to dedicate this issue of the Yearbook to J. W. Edgar, Commissioner of Education, in appreciation of the leadership which he has given in the design and development of the Texas Small Schools Project.

His encouragement to schools to provide the best possible educational opportunities for all children and his faith in the effectiveness of local leadership have made it possible for small schools to show their educational worthiness.



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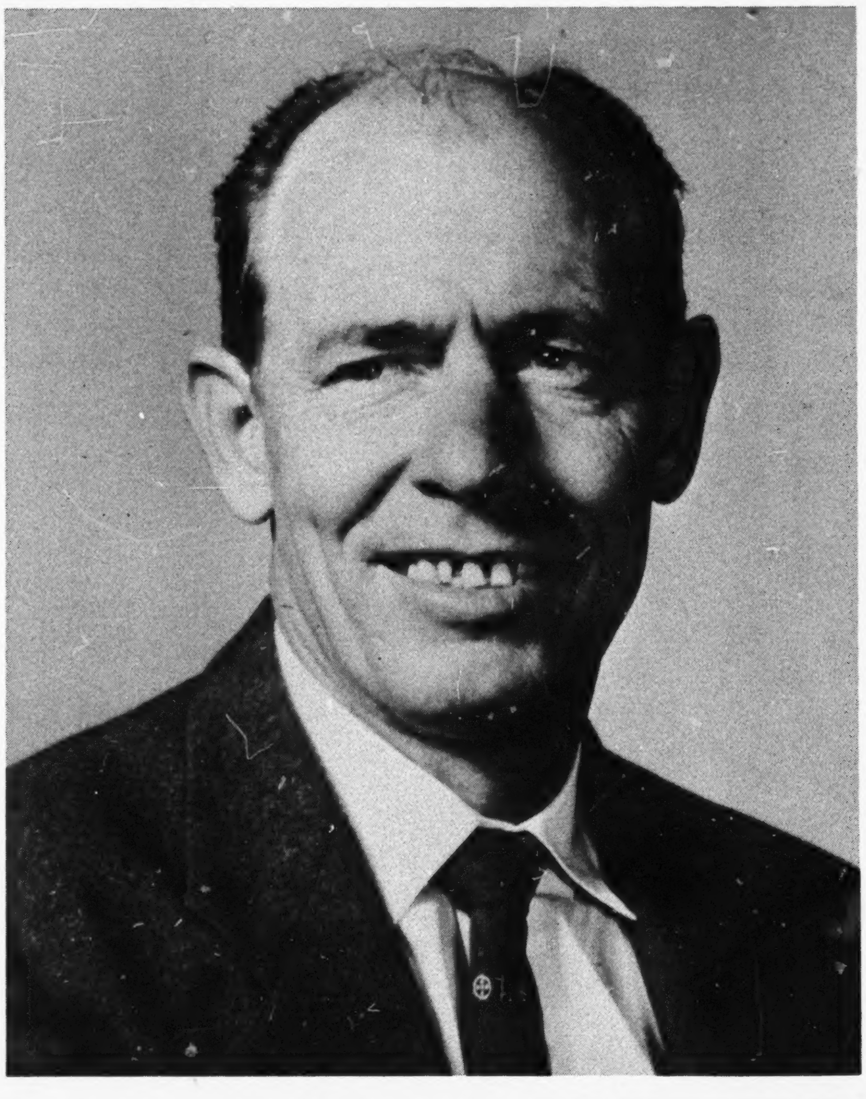
PRESIDENT OF THE TEXAS
SMALL SCHOOLS ASSOCIATION
PEP, TEXAS
1962-63

E. C. NASH

PRESIDENT OF THE TEXAS
SMALL SCHOOLS ASSOCIATION
EVADALE, TEXAS
1964



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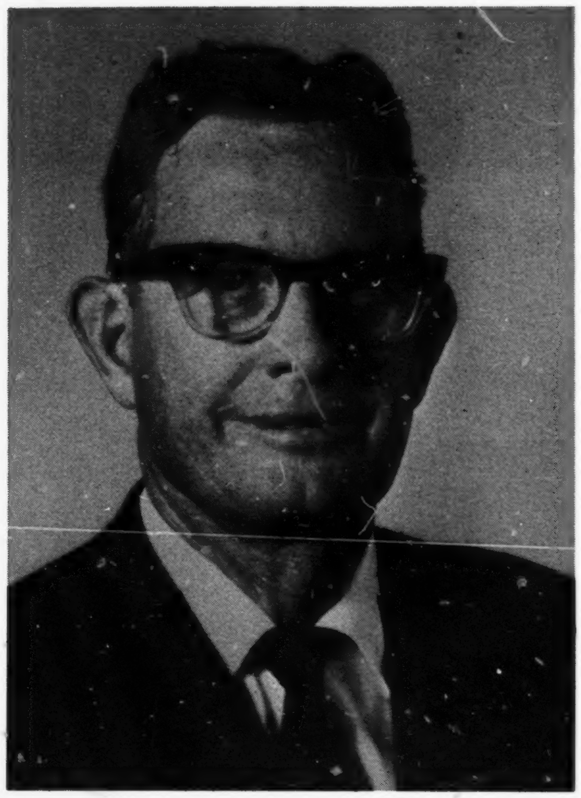

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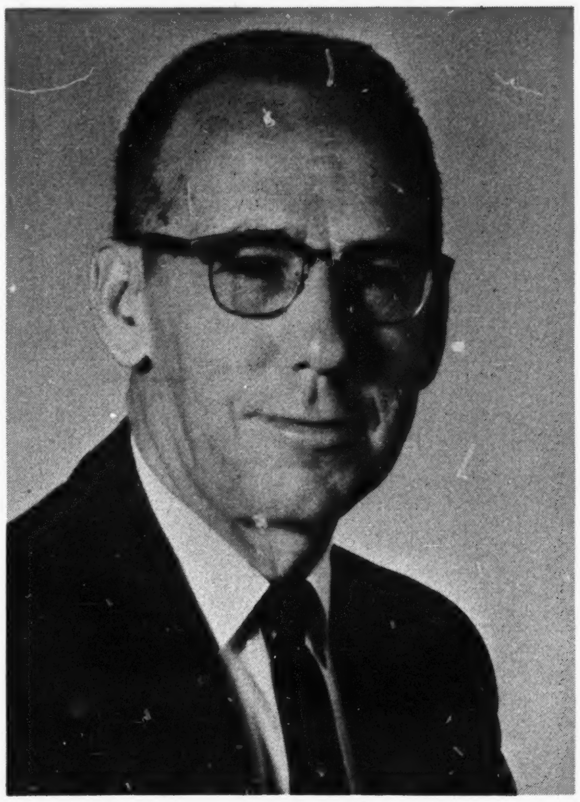

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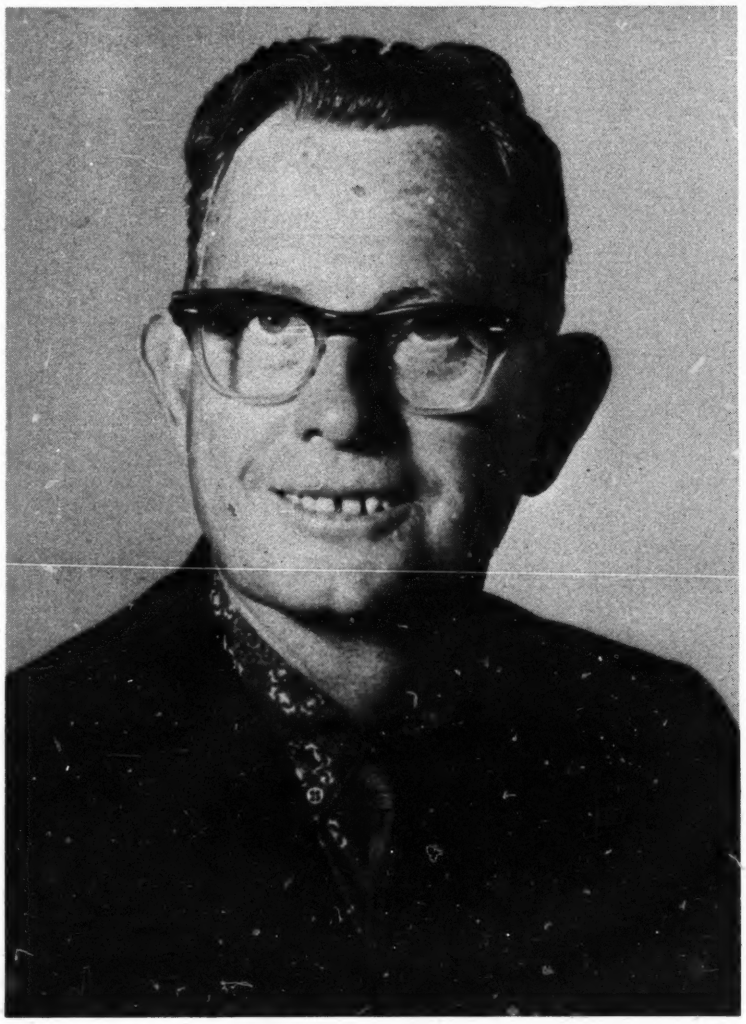


TRUETT DAY

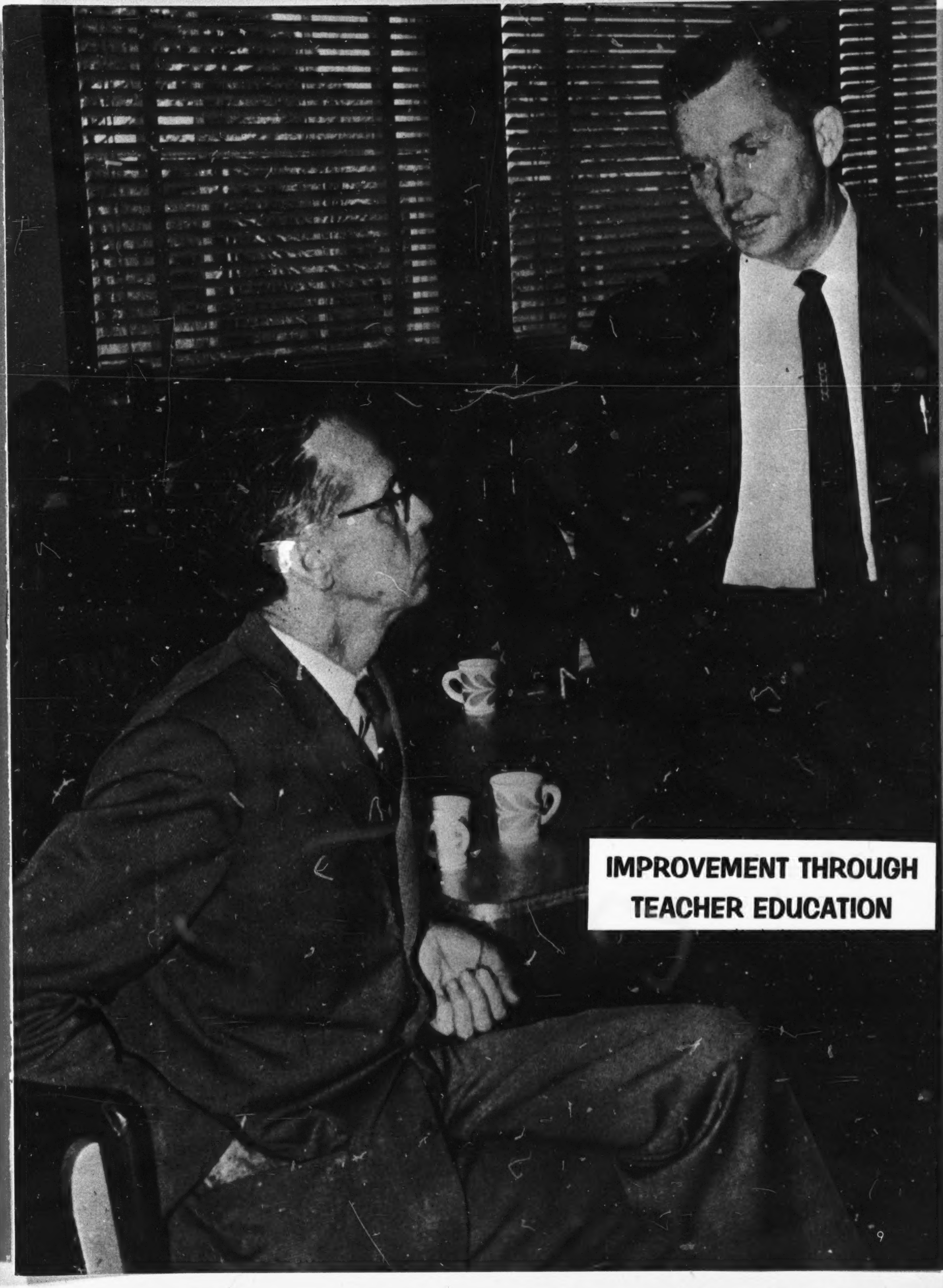
EDITOR

FROM THE EDITOR

I wish to thank each individual who contributed to this Yearbook. I have tried to use pictures of activities from each school, region and seminar. I especially wish to thank Lahoma Smith, Robert Merkel, and LaDale Brimmage of the Texas Education Agency and Clyde Price of Taylor Publishing Company for the long hours they worked on this endeavor.

I also would like to remind members of the Texas Small Schools Association of the tremendous help Taylor Publishing Company has been in making possible the publication of this Yearbook, as well as those of years past.

Helping the Editor to compile the Yearbook are: Lahoma Smith, TEA; Clyde Price, Taylor Publishing Co., and Robert Merkel, TEA.



IMPROVEMENT THROUGH TEACHER EDUCATION

DOUGLAS G. MacRAE

FULTON COUNTY SCHOOLS
ATLANTA, GEORGIA

THE DYNAMIC OF EDUCATIONAL LEADERSHIP TODAY

Now the dramatic word in that title, I think, is the word "dynamic" which comes from the Greek word "dynamis" which means explosiveness. We get our English word dynamite from it. There are various kinds of dynamics. There are various kinds of power. I shall always remember, for example, as some of you will always remember, those dark, fateful days in 1939, when we were gathered, each of us, every morning, by the breakfast table radio, listening to the shrill, strident, maniacal voice of Adolph Hitler screaming defiance and invective at all who would oppose his will. That, of course, is one kind of dynamic: Explosive power super-imposed upon a people.

But there are other kinds of dynamics, too. There are other kinds of power. I, in preparing this talk, looked in a Greek-English dictionary to get all of the meanings of this Greek word, and away among all of the definitions relating to the explosiveness was one that I liked. That was the little word "ability." Surely this is the dynamic of educational leadership today.

If we who are connected with educational leadership are to do the kind of job with these crucial issues and problems that we are faced with today, and, if we are to share in the high educational enterprise of developing individual and national images through which men and women may come to realize the very best that is within them, then, surely, we must be more competent.

I shall always remember walking in a gallery and stopping in fascination before a canvas of Andrea Del Sarto. I said to myself, "Surely I can understand why this man was called "The Faultless." But you will remember that Robert Browning had nothing but contempt for this idea of "faultlessness."

He felt that it implied that there was no need for any further growth at all. He wrote a poem about Andrea Del Sarto, the two most famous lines of which are, "A man's reach shall exceed his grasp, or what's a Heaven for." So I say to you people who are connected with education today, "Congratulations upon your efforts to make your professional reach always exceed your professional grasp."

In the second place I want to say "Congratulations" to you also upon your efforts towards self-improvement within an operational framework, which is essentially typical of the best of American culture, although not typical of the present American culture. I refer to the fact that while American culture today seems largely dedicated to the concept of bigness, the considerations before you in this meeting and throughout the year in your work are related to the concept of smallness. What can you do in the small school situation to give boys and girls the equal opportunity that their status as Americans entitles them to and requires them to have? I think it is highly significant in this day of emerging bigness in our culture that here is a tremendous project, involving hundreds of people, which is dedicated to the concept of smallness.

Everywhere we look today we see bigness in all its forms: big government, big labor unions, big business, big cities. Need I remind you that by 1980 the population of the cities of this land will increase by another 90,000,000 people. Roughly that 90,000,000 by which the cities will increase is the equivalent of the entire population of the United States in 1900. If the physical and sociological scene of our living is not enough to overwhelm us with its bigness, then what about this new concept, this new dimension of space which has suddenly broken upon us like summer lightning?

While we may be overwhelmed with this concept of bigness, we must remember at the same time that everything in our culture emphasizes, dignifies, and points up the rights and the dignity and the destiny of the individual. That is the message of Americanism that represents the best in our culture. That is something that we must think about in this emerging concept of bigness in American culture today. We must keep in mind the fact that this Nation is founded upon the rights of the individual.

I think it is significant that in this day and time when there is so much bigness everywhere that groups of people like yourselves should be face to face with what they can do for the individual in small situations. It may be that big school systems can learn and can profit from the values that you people esteem and prize and put into operation.

And now just two reasons why I think the small schools have a wonderful opportunity to get this sort of message in education across. Number one is the fact that I believe that in the small school situation you nearly always have better communication. In the small school situation, with its emphasis upon primary group relationships, you have an opportunity for a better climate of understanding and rapport and communication than you do in a large situation. That is something I think we who work with small schools should be grateful for because it is really a unique sort of opportunity in education today. Years ago in old Athens a group of boys sat around in a little semi-circle facing their teacher who talked quietly with them. Suddenly there was the flapping of wild geese overhead and all of the boys jumped up and ran out into the sunlight to look at the geese flying South; that is, all except one who remained seated on the floor in front of his teacher who continued talking quietly with him. The name of the teacher many years ago was Plato, and the name of the little boy who remained there while all his friends scampered outside was Aristotle. In that communication, that rapport, that channel that exists between teacher and pupil, lies the very heart and the very essence of an education; and compared to it and its value, everything is as the flapping of geese overhead.

The other reason that I think the small school can do a better job than the big school in this respect is that I think, by and large, the small school situation is related to a sacred concept of values. The small school situation is related to a sacred view of life and events. We cannot keep education sterilely separated, antiseptically removed from all consideration of the sacred. No education is worth the name that does that.

Education, I think, has a part to play in enabling boys and girls to dig out from deep within themselves those characteristics that really make them men and women and differentiate them from animals. Reinhold Niebuhr has said, "Man is the only animal that nature does not entirely contain. His dignity and destiny are in that part of him that nature does not contain." Education has a part and a vital role to play in developing those things because here are the things that are going to make for peace and stability throughout this land and in this world.

I would remind you of the little scientist who wrote on the blackboard the first time that little equation so pregnant with potential horror, $E=MC^2$. He said when he took the chalk from the blackboard, "There is no defense against it." And really, there is no adequate physical defense against the unleashed fury of multiplied atomic fission. The real, last hope of our defense, the ultimate bastion of our defense lies in these deep virtues and values that man has as the son of God. Education has a responsibility within the framework that it can operate to draw upon these resources and to let boys and girls know that they are important. So that is the second reason and maybe that is the biggest reason why I think that the small school situation can do a wonderful job today because it is directly related to a sacred rather than a secular view of life and events.

What I have tried to say to you this morning is simply this: that the times call, the times require increased competence on the part of us all. Because of the unusual opportunities that are available to the small schools through their being geared to an understanding of the sacred view of life, and because of the extra kind of communication that they have, I am saying that because of all this we have a wonderful opportunity as teachers, as supervisors, as administrators, to develop and do a better job in order that our communities', our boys' and girls' future and that of our nation, may be high, and may be great.

ELBIE L. GANN

COLORADO STATE
DEPARTMENT OF EDUCATION

THE CHALLENGES OF THE FUTURE

At one time everyone accepted the fact that too many small schools did exist and that all such small schools should be eliminated. Efforts were directed almost entirely at the elimination, consolidation, or toleration of small schools.

The idea of seeing what could be done with small schools *beyond* consolidation, elimination, and toleration took on operational shape about five years ago. The whole idea of the small school improvement project has been an attempt to *capitalize on the strengths* of smallness and *minimize the weaknesses* of smallness for more effective operation of a high caliber education program. If small schools have suffered from anything, it has been from trying to be big little schools. No existing design exactly fits them.

There are three major objectives of the small school projects. The *first objective* has been to broaden curricular offerings and experiences for the youngsters. The *second objective*, therefore, has been to utilize the teacher's time more effectively in offering appropriate educational programs to greater numbers of students at one time. A *third objective* has been to achieve the first two objectives without any great additional expenditure of money. Let us now see what has been accomplished.

I will mention some of our techniques briefly.

You have found it effective to use the teacher's time in offering two or more classes at the same time, the multiple class. In these classes teachers well prepared in their approach to instruction have used such assisting facilities and materials as tape recorders, films, correspondence courses, prepared study guides, programmed learning aids, projectors, and other paraphernalia to assist in directing the learning of both groups simultaneously.

You have provided more flexible scheduling arrangements, longer blocks of time, and the replacement of the traditional-type study hall with a supervised study period within each class period.

Teachers have used as a central focal point the assignments, readings, and tests provided by university-developed high school correspondence courses, spending the time saved to provide individual enrichment for the students. Correspondence courses can be used for one student, single classes, multiple classes, or as resource materials.

Explorations have included other areas. Incidental action research has been performed with varying length of class periods, teaching aids, student aides to teachers, and uses of some technical equipment as helps for the teacher.

Now, let me give you some challenges for the future. I think there should be further spread of your practices in the state of Texas. You have not reached every corner of the state.

I think you need to perfect further the practices you have been attempting. None of your techniques is a finished product. You need more work on the materials you use and the equipment that goes with them.

The importance of teaching, I think, is increasing, rather than decreasing. I have been disturbed by the comments relative to the fear of machines. I expect the same fears were expressed when Gutenberg invented the printing press. There are more students to teach. There is more knowledge to teach them. You need to use all of the tools at your command. It takes the better craftsman to use all of the tools rather than a poorer craftsman. For example, consider the fields of carpentry or medicine. It makes no difference. You wouldn't expect a doctor to fail to use the modern drugs to fight disease, and you would not expect the carpenter to throw away his hand saws just because he has power saws.

This is also true about teaching. You have many tools to use. The availability of new equipment and materials requires that you be better teachers rather than poorer ones.

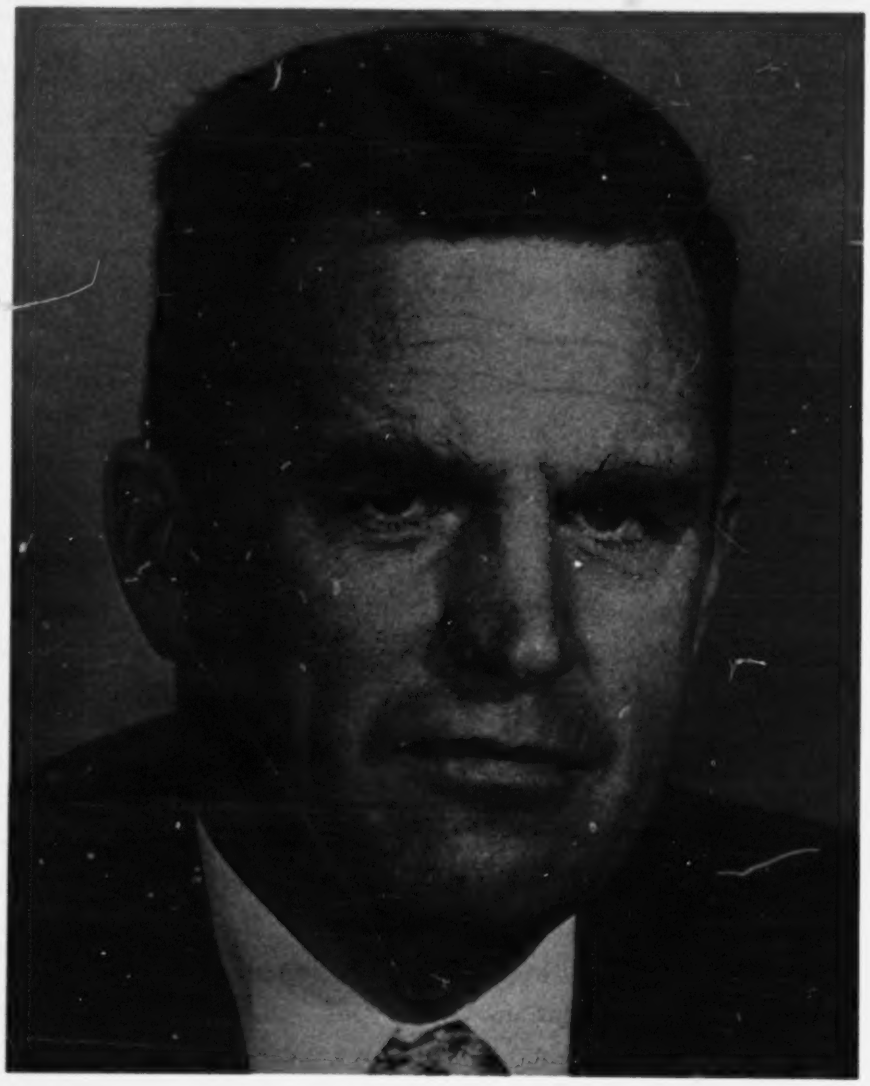
I challenge you to realize the opportunity you have and to raise your level of dedication to equal the opportunity. To spread practice and to perfect practices, you need usable reports. Drive down a stake so you can tell where you have gone. Take a picture of the way it is now so you can look at it three years from now to see if it has changed. If you tried a multiple class or a correspondence course, how did it turn out? What problems and solutions to the problems did you come up with? Did you create any special materials? Did you use any new equipment in a unique way? What would you pass along to another teacher planning to attempt for the first time the same thing that you attempted? How many schools, how many students, how many teachers, qualifications of teachers, how did it work, how could it not work, how different was it from the way it was before? What can you suggest as specific evaluative criteria changes on the basis of your experience? What of morale? What of teacher tenure and superintendent and principal tenure? Has anything happened to those things as a result of the project?

I challenge you to consider a design of operation as the most important challenge of all for the small school. We have talked in terms of the small school's total operation—foundation to the roof. All of these things need to be brought together for a total design specially created to fit the small school situation and take advantage of the strengths.

Lastly, I challenge the small school to be a laboratory for many of the problems of public education. The thing you have talked about this week and in your project is good teaching. This means being a good teacher regardless of how many youngsters you work with. In the small school there is a fine opportunity to be a laboratory. You are small enough to change things very quickly, overnight if need be, if you follow the wrong vein. You can more easily relate your program to a small community you serve than can the larger school. This is a cardinal principle of public education. You can perfect practice, materials, equipment, and policies more easily simply because of the size, and transmit these to the larger schools.

There is very little spread of practice in vertical line from the small to the middle to the large. I believe the small schools occupy a favorable position to do something about this and work as a laboratory for public education.

There is more favorable attention to rural education in America than we have seen in the last 50 years. There was attention in the past, but not so favorable. There is nation-wide interest and support. I am saying that the iron is hot and that you should strike now. The chance to serve now is greater than it has ever been before.



LEWIS TAMBLYN

ASSISTANT DIRECTOR
DIVISION OF RURAL SERVICE
NATIONAL EDUCATION ASSOCIATION

VIEWS FOR DEPARTURE

Let me commend some strengths of the Texas Small Schools Project.

Number one, you are not committed just to the education of the elementary child or the junior high or the high school, but the total youngster from the day he enters school to the day he leaves.

Number two, you do not rely on outside grants to finance your program. This is somewhat unique in America. Everybody says, "We can do something if you give us money." Money will help, but unless you have the desire and the will at the local level to get things done, you have lost the game.

Number three, you have gone the step that we have been preaching for thirty-odd years now. This is not outmoded. You are involving your communities. It has been back home where we failed to sell American education.

The only major weakness that I see would be that we need to do more research to know that what we are doing is the right thing to do. That is, if we make an innovation in the classroom procedure, how do we know that this is any better than what we did before? Research, as far as we know today, has shown on all the modern media, educational television, team teaching, program learning, large groups, small groups, that there is basically no difference in achievement of the youngsters. We know that the teachers work harder, and boys and girls seem to like it better. But we always should be careful that we remember the Hawthorne effect in research. That is, that any innovation, while seeming to show initially tremendous results, may two or three years later fall by the wayside. I think that we have to develop some instruments to determine when we have various classroom procedures what is the effect on the personality of that boy or that girl. I think this is an area of weakness in your project.

Now I think that what we have to do is to get a valid estimate of the individual child. How wonderful it will be when we have a school system of a small size, where you have a boy or a girl who seems to know all the math that you are capable of teaching, instead of trying to get materials so that this youngster could stay with his peer group, instead of worrying about the multiplication tables which bore him, he, with a little guidance, could be working a programmed algebra course. You see we have wanted one method by which all boys and girls are going to learn. And this is foolish. I think we have to find a method by which a given individual is going to learn.

Now the area that I am really concerned with throughout America, and particularly the rural area, is this area of special education for the youngster who for some reason does not have all the necessary attributes for education. I am speaking of the hard of hearing, the blind, the one with a speech impediment, the mentally handicapped, the youngster with a high I. Q. who goes all over the room, the emotionally disturbed. I am concerned about these boys and girls and I don't think we have done much in the rural areas to help them. We cannot permit Americans to throw on the scrap heap boys and girls who have the ability, under the right circumstances, to be part of the leadership in America or at least make a significant contribution to the economic progress of a nation.

Let's talk a minute about multiple classes. This is the strength of a small high school or a small elementary school, isn't it? You are not really doing anything different than what they used to do in the old one-room school. We have better qualified teachers, we have more materials, we have to teach a wider variety, but basically this is what you are doing in a small country school. That is, you have youngsters working on various things. This, I think, is going to be a terrific asset.

The next area, the inexpensive-expensive materials group, directs us to the concept of material centers. How wonderful it would be if we had some regional organization that could get this material and provide workshops at the local level. This is the thing that struck home to me. Owning equipment is of little value unless we have room in the rural areas to compete successfully by setting up some form of material center.

This leads me then to the problem that Texas has as well as the rest of the country. You are educating boys and girls who have no marketable skills unless they go to college. I think this is something we must evaluate. You know, and I know, that the majority of boys and girls you are educating today are not going to stay in your community. The ones that go to college certainly are not coming back, unless they come back as teachers. There aren't the opportunities for boys and girls in the rural areas that there once were. I think we have to take another look at vocational agriculture and see if this meets the needs of 1963. I think we have to face it squarely, and if it doesn't do the job, let's modify it accordingly.

Now, the problem is that in the rural areas, as people migrate to the city, they do not have a marketable skill. It's foreign when they go into the industrial world. We have a terrific job selling the people on the idea of having an area vocational school in which to train people in some marketable skill. And if you don't do this, all you are going to do is create more of the problem we already have—that is, there is no room at the bottom. The sky is the limit for the people that have some skills. Any time you fail to meet the educational needs of boys and girls in rural areas and they go to the city, they are at the bottom of the heap. And this is the challenge that's facing America. We have to take a serious look at it. And we can't justify denying this challenge on the basis of money or living too far from another area.

Let's take a brief look then into the future as I might see it. We've been looking at the future for years, but we need some people who are dreamers.

First, we are going to have some schools designed for all boys and girls. Any school in the State of Texas which does not put in air-conditioning is automatically outmoded. Schools are going to become twelve-months institutions and not necessarily for reading, writing, and arithmetic. These schools are going to become community centers. You are going to have to have different educational programs than we now have to meet the needs. I am not saying boys and girls are going to school twelve months out of the year in an educational program. They may be going twelve months out of the year, but part of this is entirely unrelated to the academic part of the program. We are at the point, now, for the first time in the history of man, where boys and girls are an economic liability. From an economic standpoint they serve no useful function. There was a time when we could use all the labor we could get. We didn't care if they were unskilled as long as they worked cheap enough. We are at the point now where we have too many boys and girls growing up and not enough jobs. We are going to have to take a serious look and see what this has done as far as our school program is concerned.

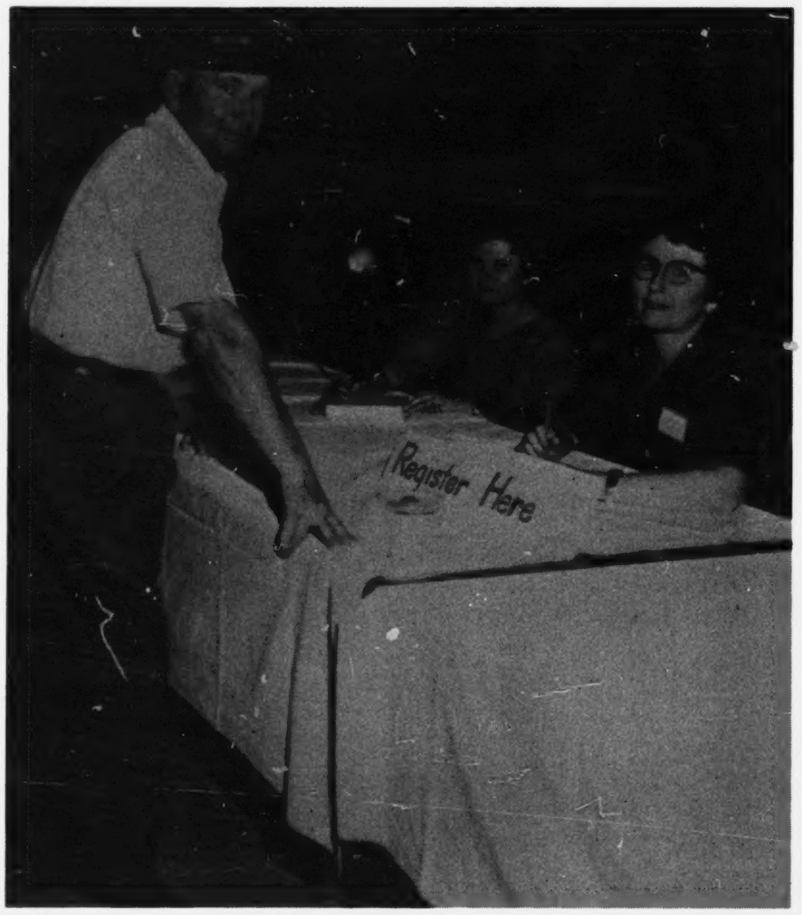
School design is going to change. A school built in 1957, 1958, and 1959 is automatically outdated. So many of them were built in a series of rectangular rooms that are not flexible. They have so much glass that they have to have curtains in order to keep the heat out.

Second, we are going to take a serious look at fitting the curriculum to the child instead of the other way around. I think it's quite ridiculous, this whole business of having kids jump hurdles. A student four foot tall is expected to jump a six-foot hurdle and he is never going to make it. Therefore, we are going to need some flexibility. Some research is being conducted now that indicates that in some instances they've had luck with trying to have teachers select the youngsters with whom they feel they can best work. We don't know enough about this, but we do know that the personalities of teachers vary as well as those of youngsters. If we could ever get to the point of assigning the right youngsters to the right teacher, we could do something. The most autocratic teacher among you could teach some children real well; and I am sure, on the other hand, the most permissive teacher could teach some children real well. But why couldn't we get to the point where we could teach some students and get the right students assigned to the right teachers?

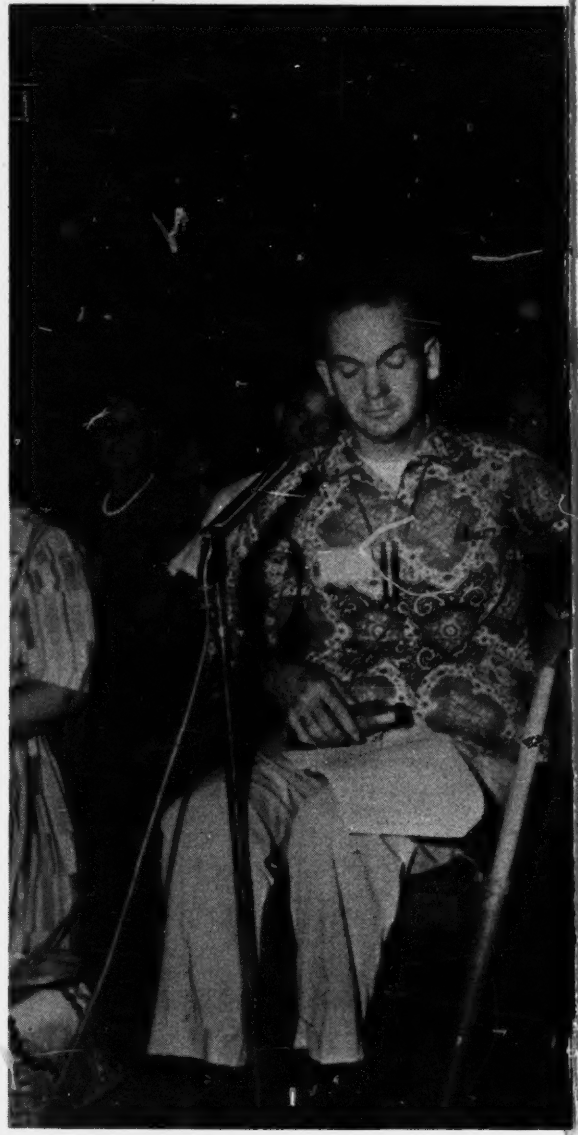
The next thing I feel we are going to do is have some ungraded schools, one through twelve. We are going to forget about this business of the elementary versus the secondary. Our curriculums are going to be designed by teachers at both ends and in between to do the job of educating boys and girls, forgetting a lockstep approach. And in line with this, we are going to have openings for a terrific number of specialists in various content fields.

We are going to have specialists in all areas of the educational program and probably some that you and I have not even thought about. We are going to need some people in this area that we call "human relations." We wouldn't have many of the problems in America today, or in the State of Texas and the State of Michigan or in my home in Montgomery County, if you and I knew a little more about human relations.

THE SMALL SCHOOLS SUMMER WORKSHOPS

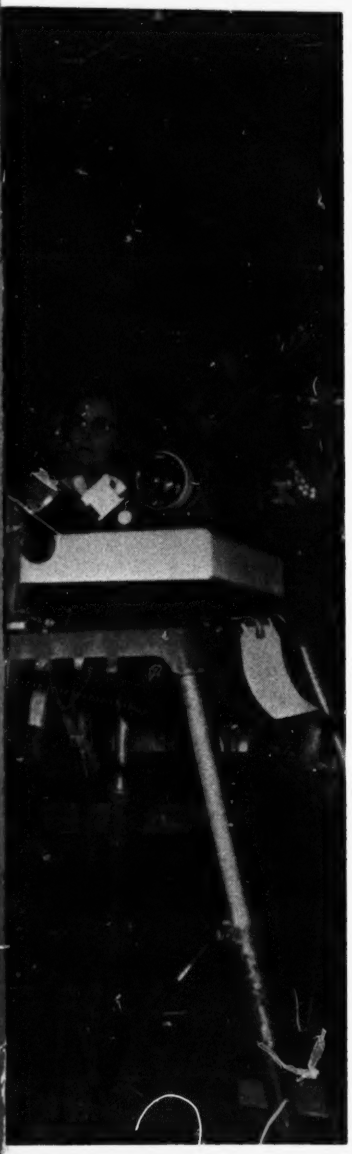


REGISTRATION
Kinsolving Dormitory
University of Texas



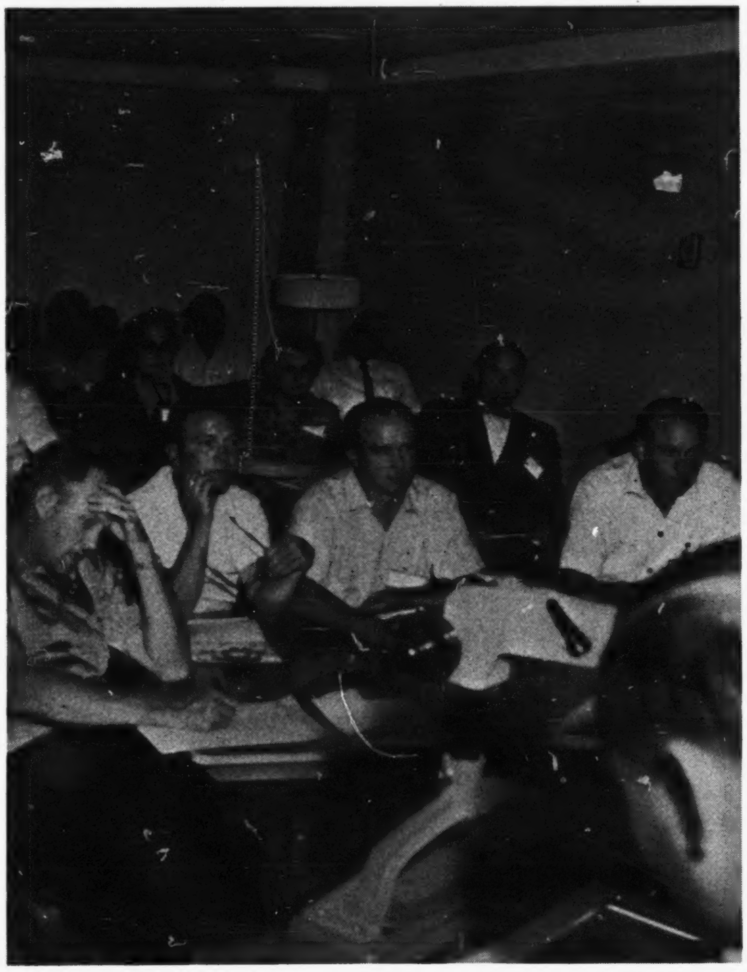
Roy Frye, Assistant Director, Visual Instruction Bureau, University of Texas, provided expert leadership at general sessions in the area of instructional materials.

GENERAL SESSION 1962



GENERAL SESSION 1963

Mr. R. E. Harris (left), Director, Division of Administrative Services T.E.A., enjoying a coffee break with project administrators and out-of-state dignitaries.



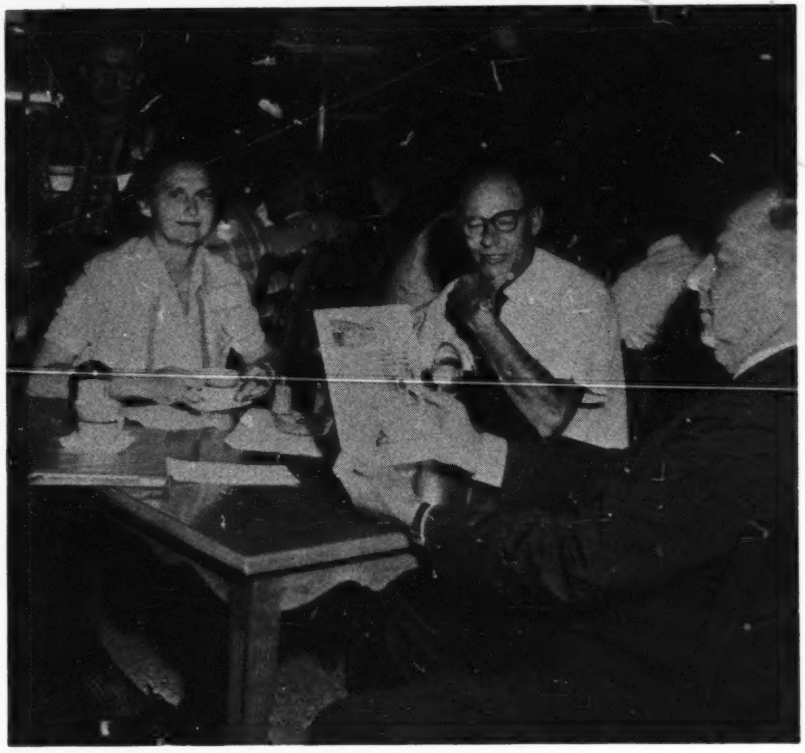
The MATHEMATICS WORK GROUP viewing a mathematics transparency demonstration.

The ELEMENTARY SECTION under the leadership of Rubye Bennett, consultant Texas Education Agency.

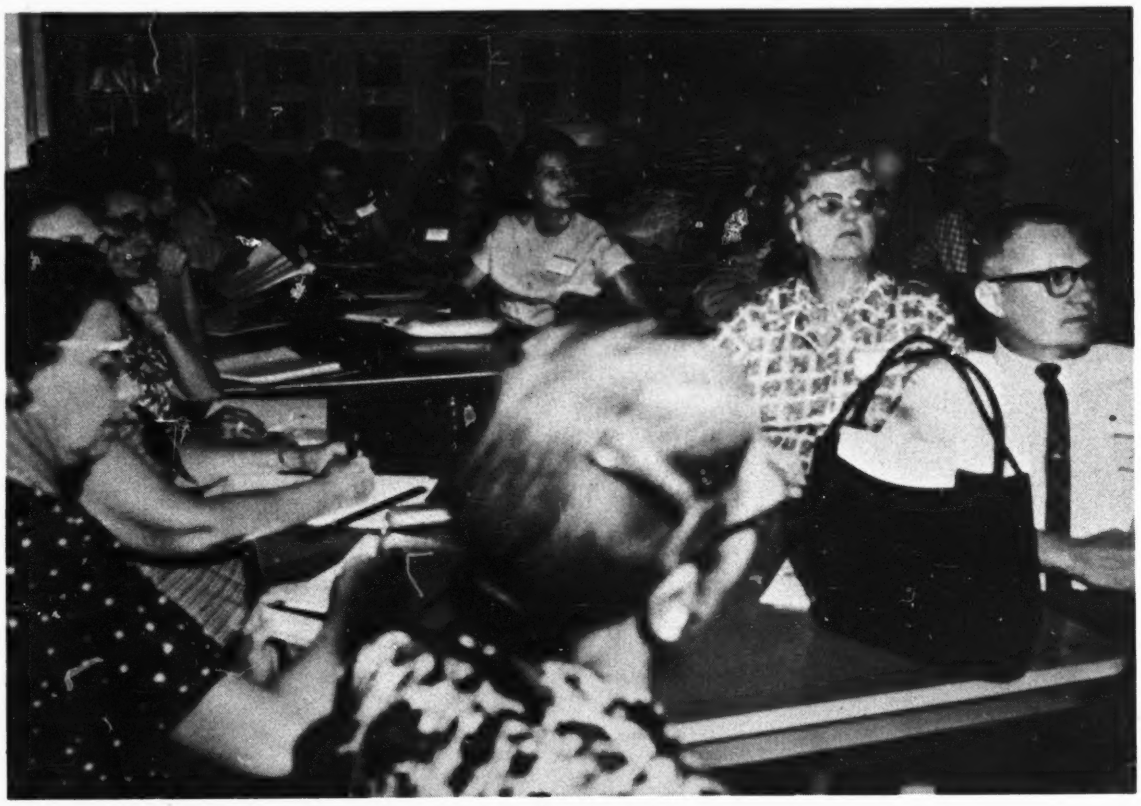
THE FOREIGN LANGUAGE SECTION

The SOCIAL STUDIES SECTION was directed by Dr. Robert Aden, North Texas University.

THE INEXPENSIVE MATERIALS SECTION

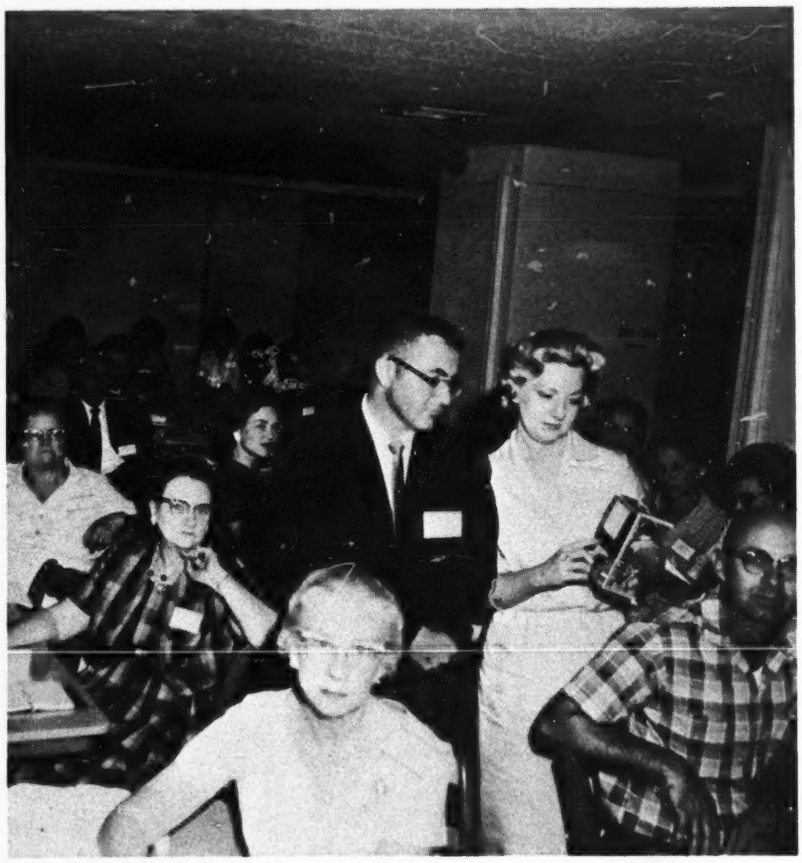


Late in the day and finally a chance to relax and ponder the busy activities of the day.

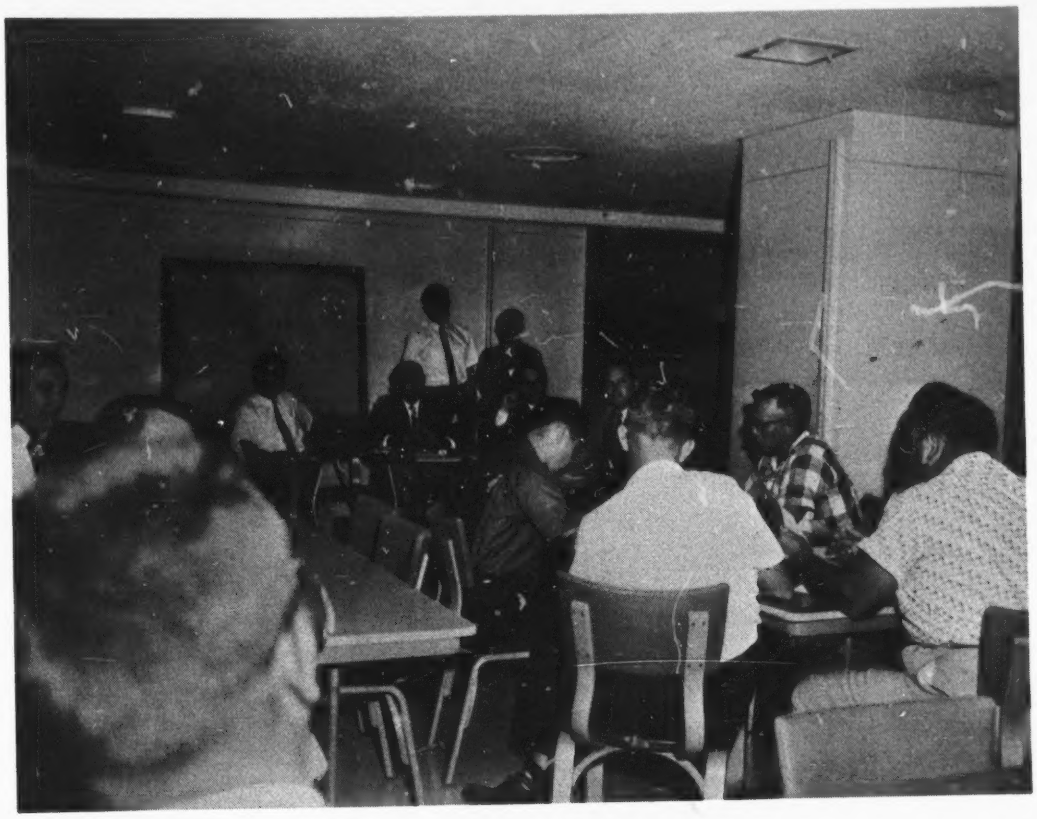


LANGUAGE ARTS GROUP

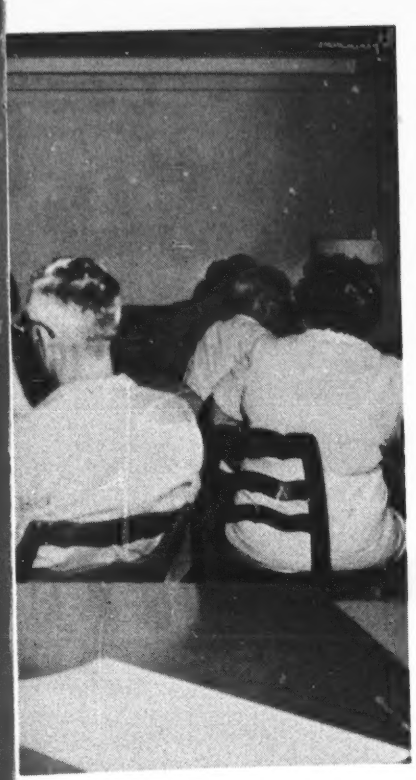
INEXPENSIVE MATERIALS GROUP



INTERMEDIATE GRADE GROUP



SCIENCE GROUP



BUSINESS EDUCATION
GROUP

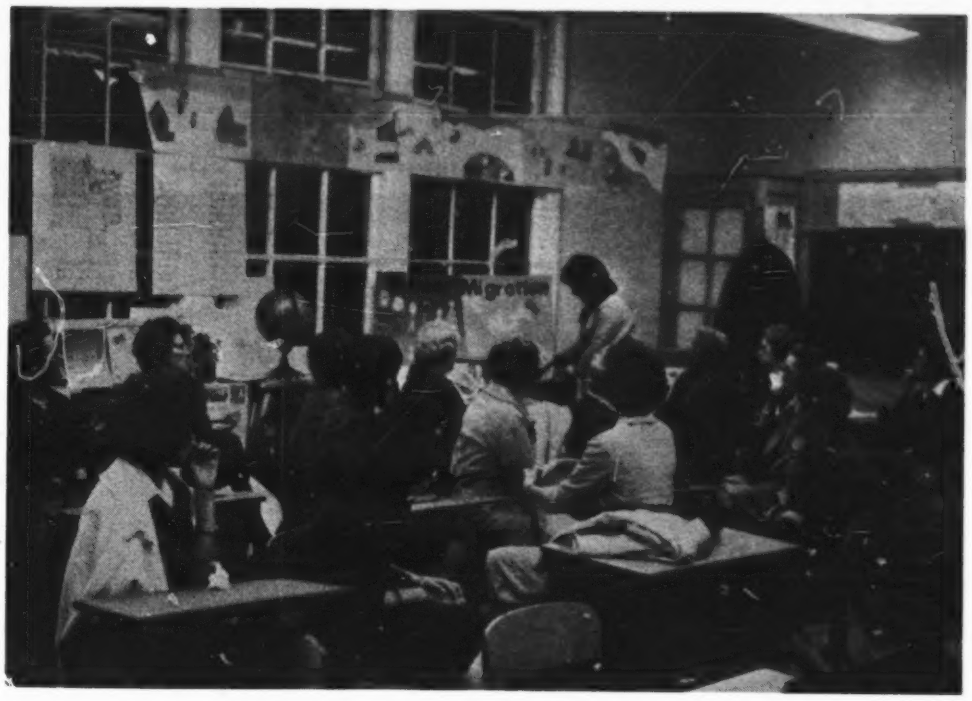
REGIONAL MEETINGS

During the two-year period 1962-1964 the Texas Small Schools Project regional meetings have provided project teachers and administrators with over 28,000 man hours of inservice training.

These meetings are planned to include study in curriculum, guidance, school boards, and instructional media.

Consultants from colleges, universities, industry, and the State Department of Education work with project schools at the regional level.

After dinner speaker



ELEMENTARY GROUP

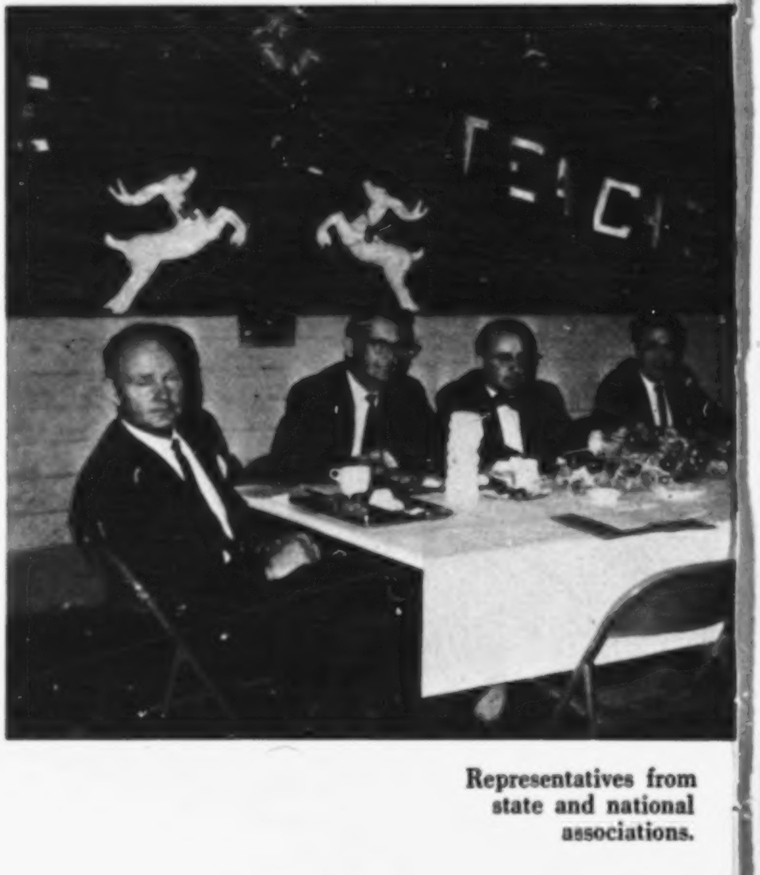
GUIDANCE AND COUNSELING

REGISTRATION

ALL-LEVEL ART GROUP

BUSINESS EDUCATION GROUP

Dinner Meeting



Representatives from
state and national
associations.

SCIENCE GROUP

regional,
educational

INSTRUCTIONAL
MATERIALS
DEMONSTRATION

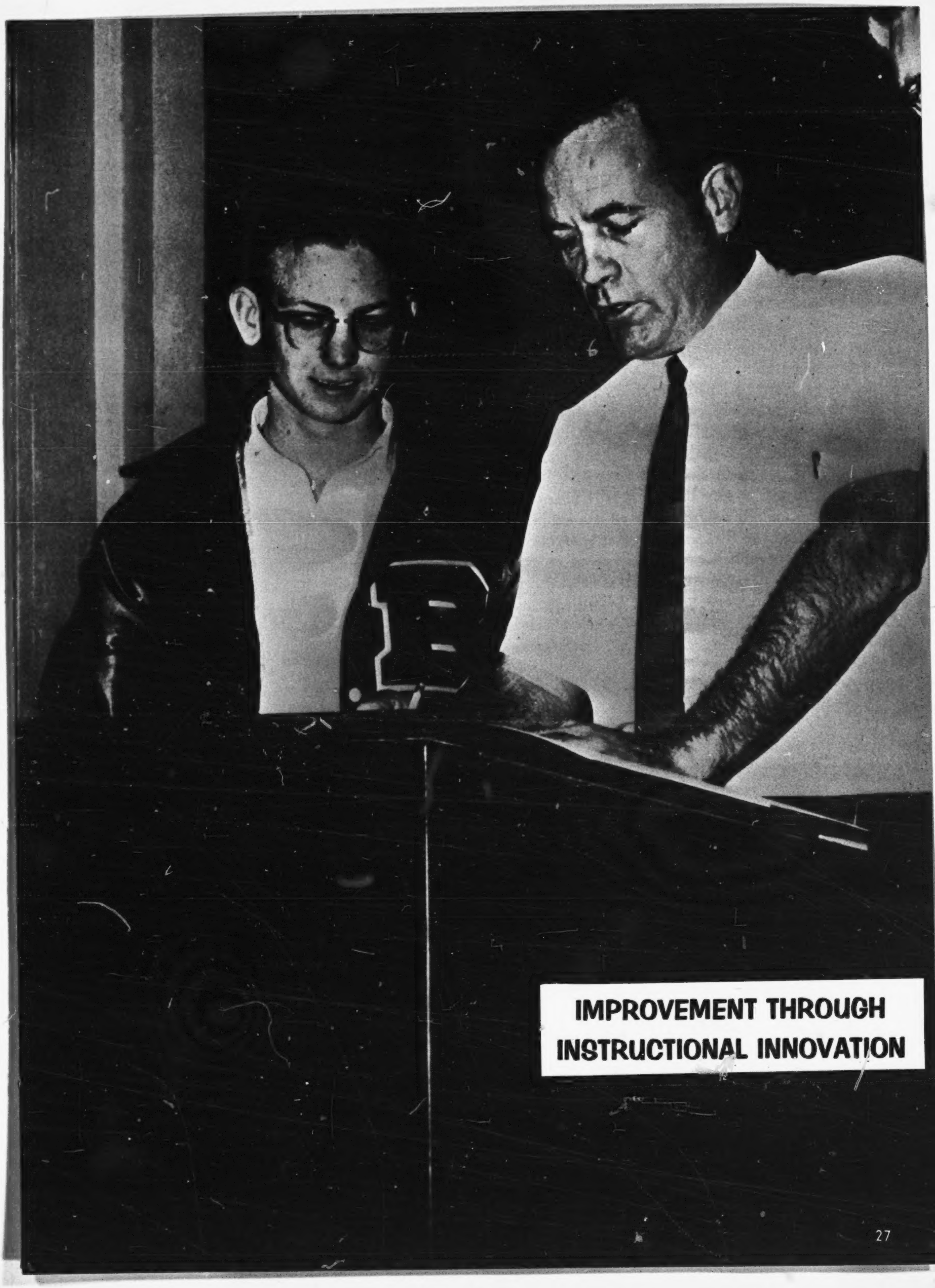
LOCAL INSERVICE TRAINING

Inservice training at the local level has increased enormously in the past biennial period. Activity sessions in the areas of reading, programmed instruction, team teaching, non-graded primary, instructional media, and mathematics have been reported.

Modern mathematics has forced many schools and teachers to actively participate in retraining sessions over the state, but mathematics alone has not been the responsible party in this increase of training activities. Teachers and administrators are becoming aware of the necessity to continually study and retrain themselves if they are not to become outmoded.

INEXPENSIVE MATERIALS
INSERVICE TRAINING
WORKSHOP

These teachers do not
want to be outmoded.



IMPROVEMENT THROUGH INSTRUCTIONAL INNOVATION

LIBRARY IMPROVEMENT PROGRAMS

During the past biennium schools have more than doubled their library holdings in some regions. Some, for the first time in the school's history, have taken their books from behind wire cages and made them accessible to students.

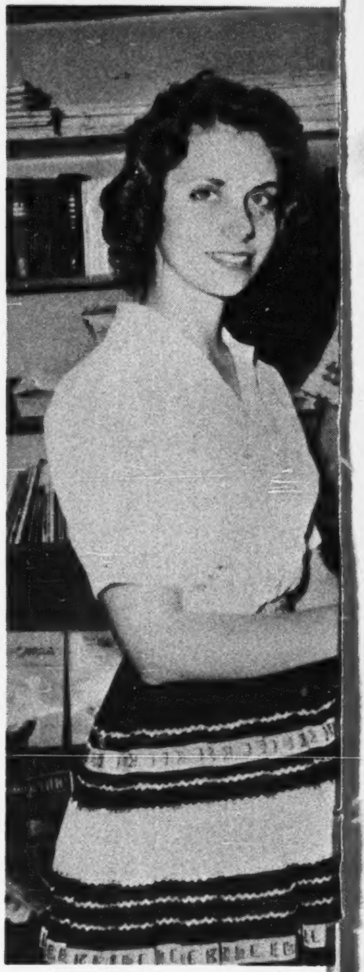
Many schools have begun to subscribe to several newspapers and to a wide selection of magazines. Subscriptions to professional publications are being provided for teachers.

Although many small schools have still not made available to their teachers and students the kind of services which a qualified librarian can supply, they have allowed a teacher on the staff free time for working in the library, and, in some schools, have given these teachers inservice training by library consultants.

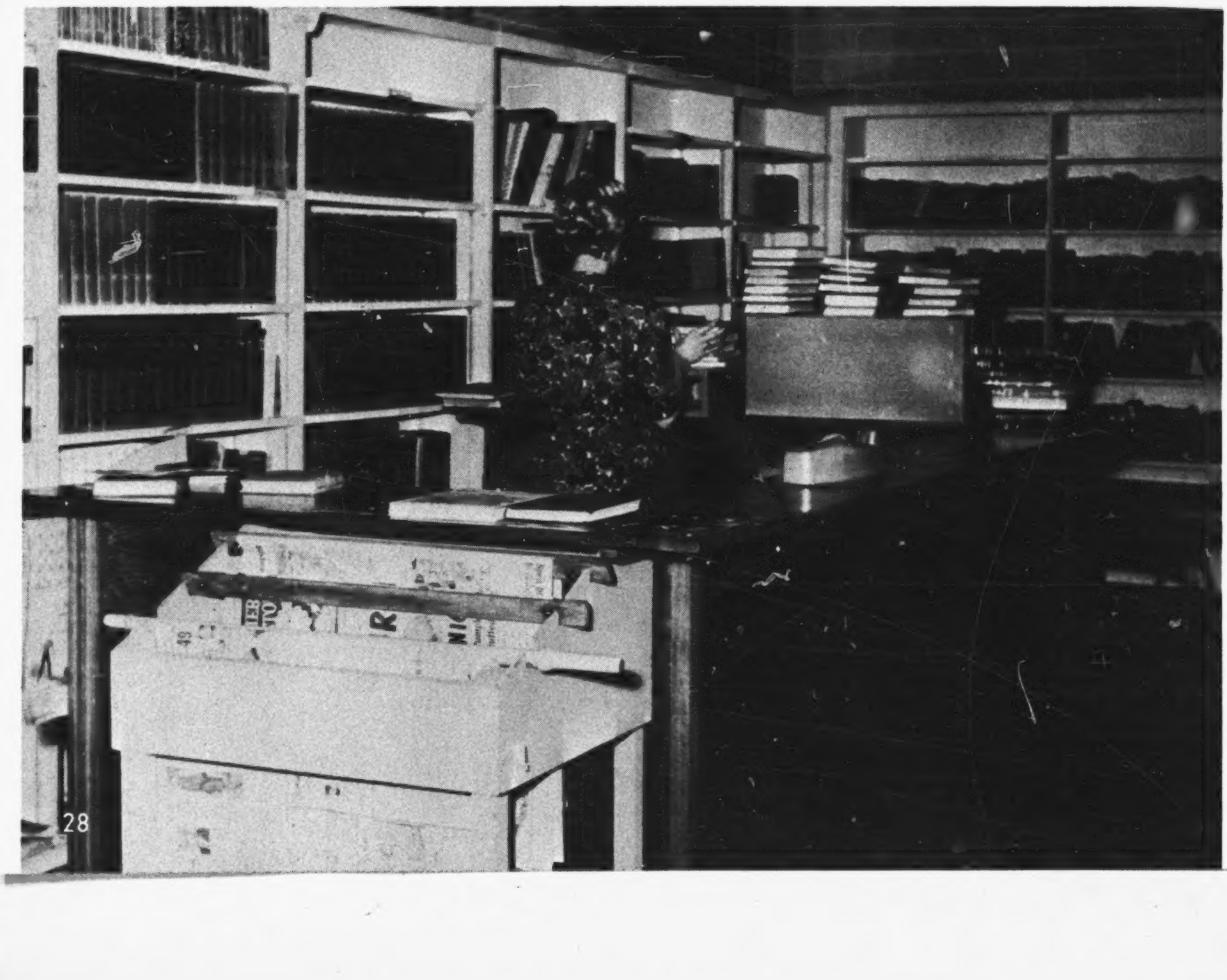
Since so many of the activities in which the project schools have been engaged require much research and independent study by students, having a library continuously available to these students has become of primary importance. If the study hall has not been relegated to oblivion by the newer schedules, it has been removed from the library so that any student may go to the library at any time he needs to go.

Greater attention is being given to simplified methods of cataloguing library holdings so that teachers and students alike can know what is available to them. Emphasis has been given to reading for pleasure, and one Project school, when remodeling, has carpeted the library floor to make the library a pleasant place to be.

As was the case with instructional materials, teachers with inadequate libraries found offering classes requiring much independent study all but impossible.

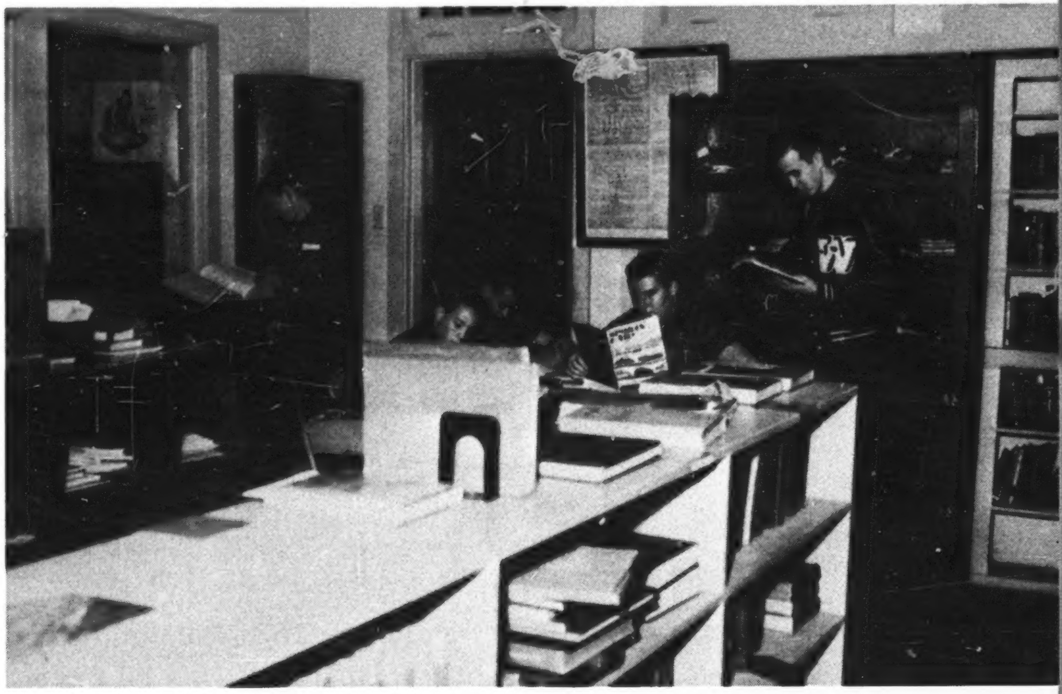


STUDENT

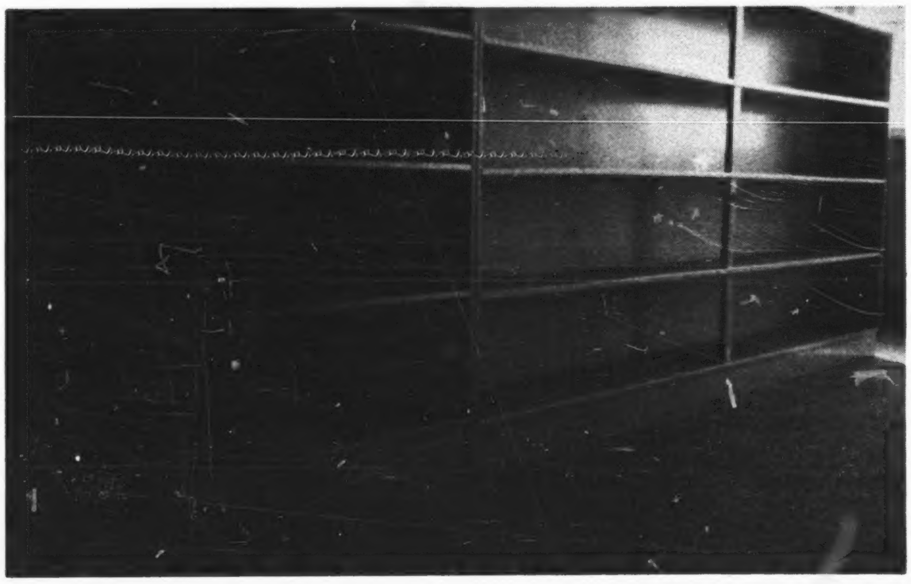


A librarian at work.

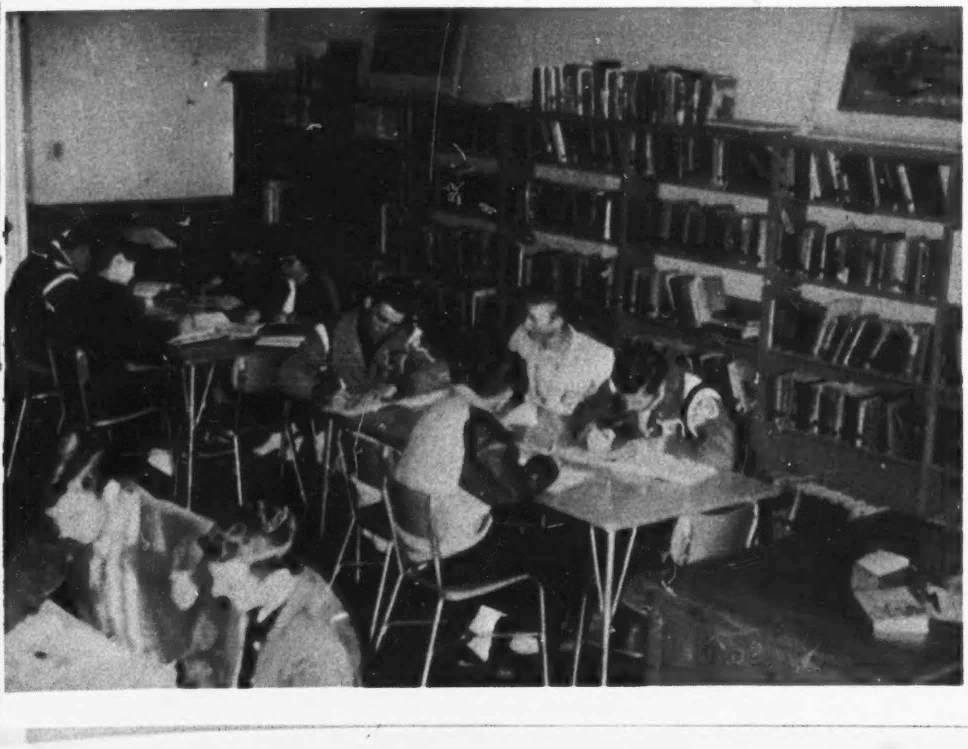
LIBRARY AIDES



Independent study and research being done by secondary students.



Remodeling in the libraries of many small schools has included carpeting, draperies, and new shelving.



Libraries large enough to accommodate entire classes are important to any instructional program.

INSTRUCTIONAL MATERIALS

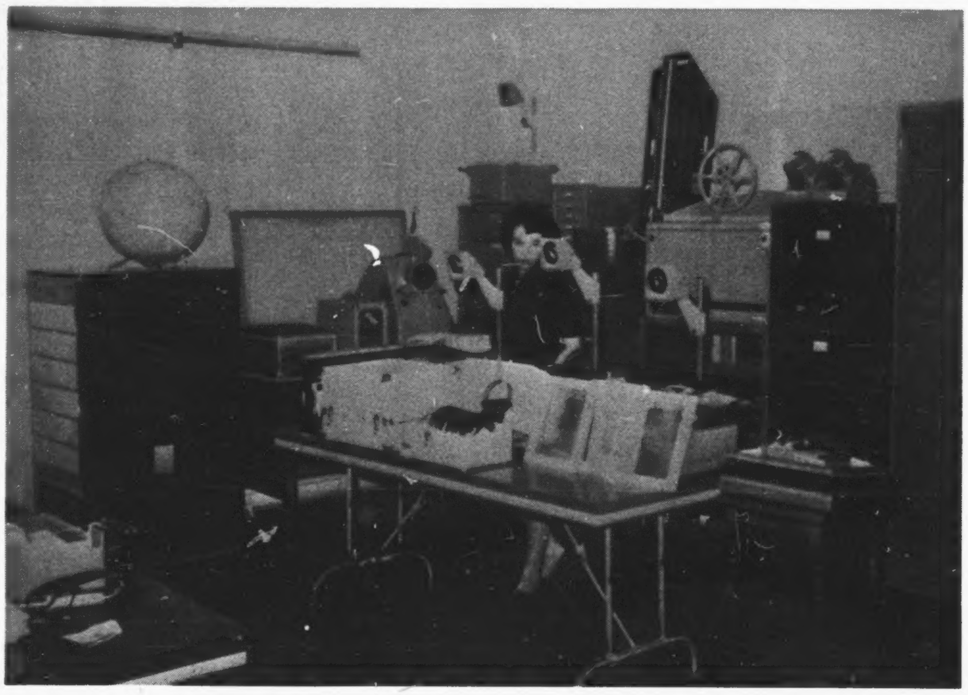
In Project schools use of teacher-made teaching materials has been extensive. Use of films, slides, and film strips has increased. More maps, charts and graphs have been purchased. New media have motivated teachers to do more and better planning and more stimulating teaching. Teachers have been encouraged to break away from their dependence on a single textbook.

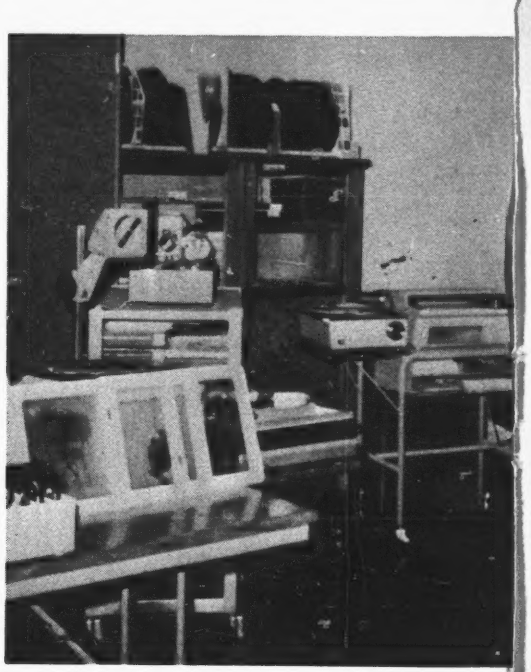
Instructional materials centers have been built, and extensive inservice education in the use of audio-visual instruction has been conducted. Having material and equipment in easily accessible locations has made preparing teaching materials much faster and easier. Training in the preparation and use of new media has given teachers greater confidence and improved their morale.

Tape recorders, record players, motion picture projectors, portable science labs and language labs are now mounted on portable projection tables, easily moved from the materials center to the classroom. Equipment that once gathered dust in dark bookrooms is now improving classroom instruction.

Comments from teachers in schools which have not provided adequate teaching materials indicate that the lack of these aids made teaching multiple classes all but ineffective.

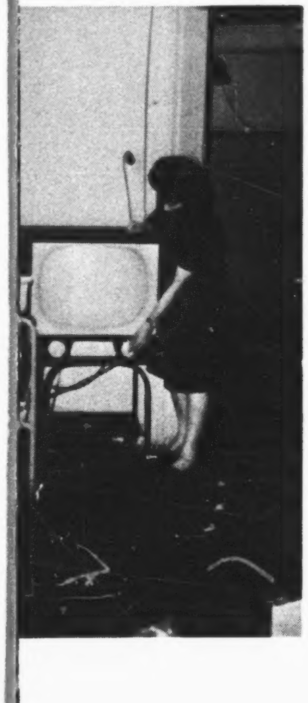
Materials, Facility, Training, Staff

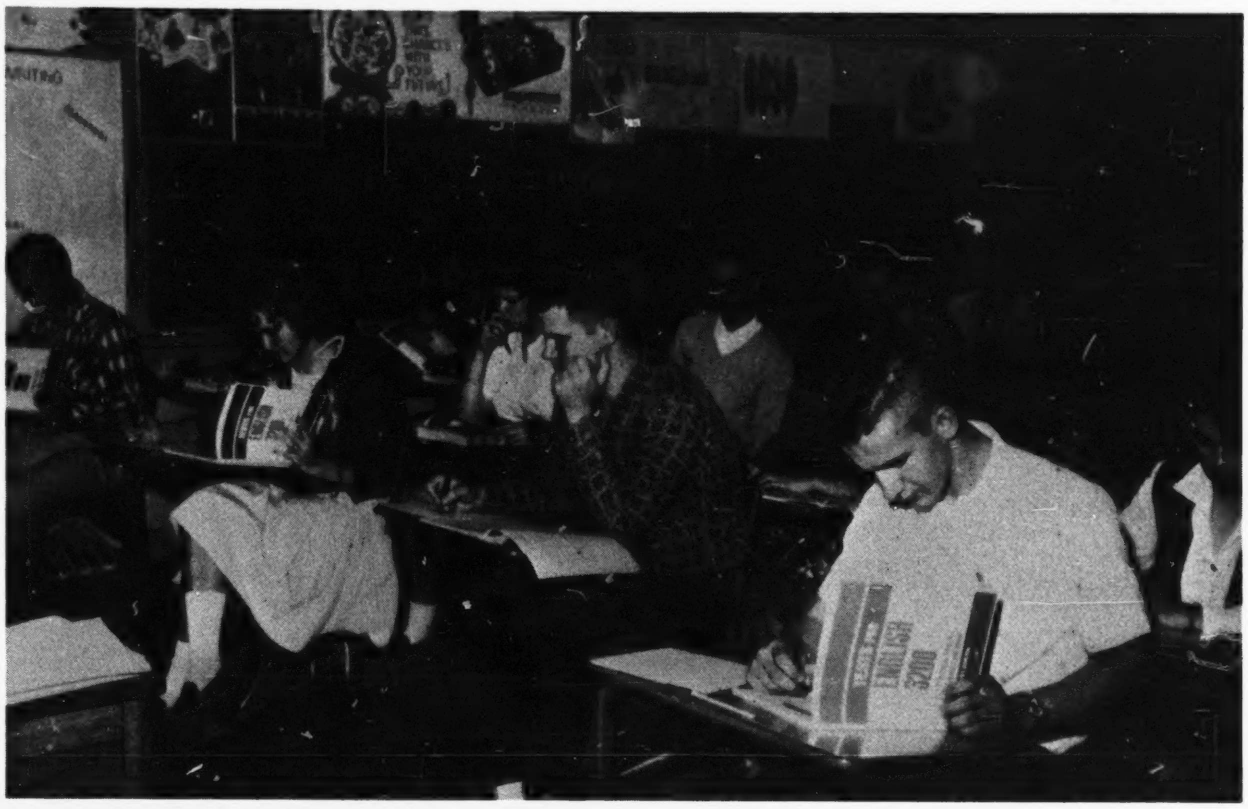




Instructional Materials Centers with plenty of work room space is most important in assuming utilization by teachers.

Through proper inservice training, teachers in project schools have learned to produce teaching aids of professional quality.

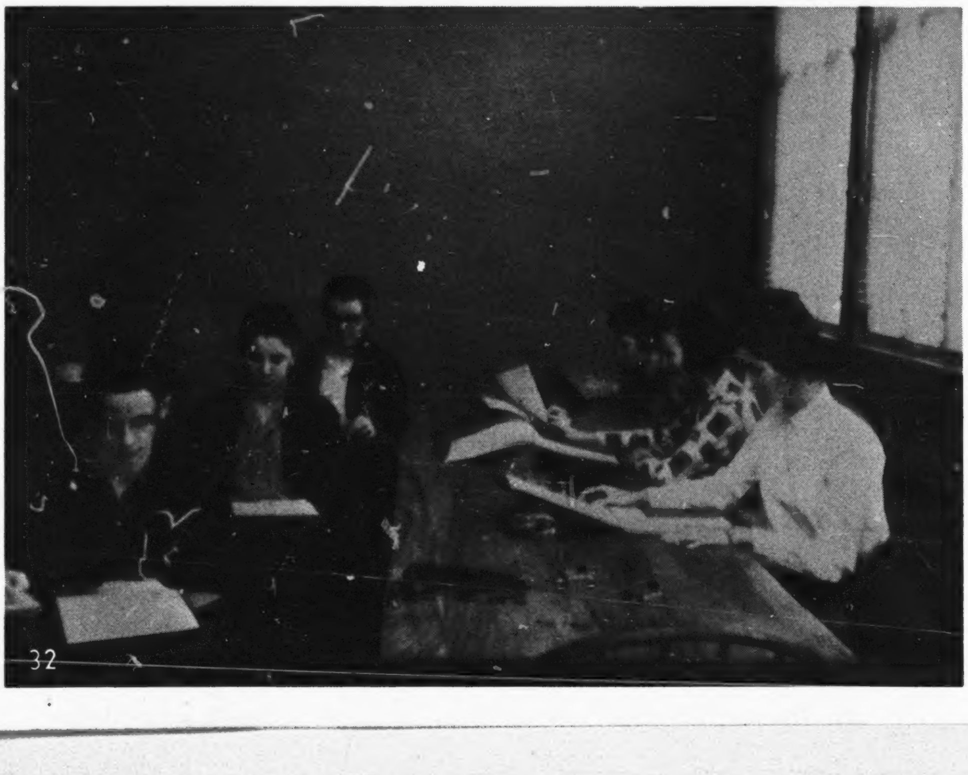




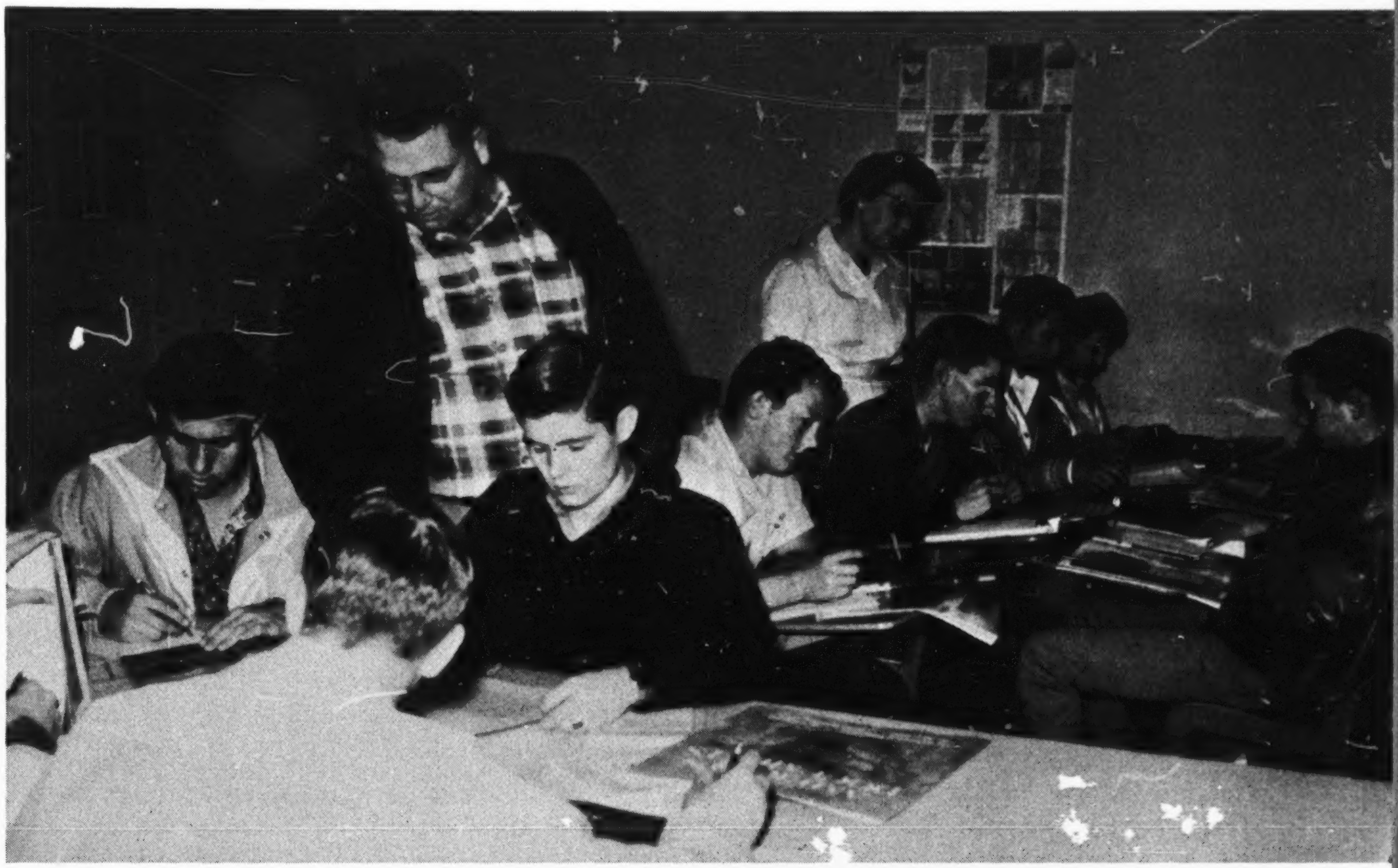
Programmed Instruction class using English 2600 and English 3200.

PROGRAMMED INSTRUCTION

Perhaps one of the finest innovations of our time in the educational field is programmed instruction. The opportunity for students to progress through individual instruction booklets almost gives the perfect ratio of one teacher for each student. Programmed instruction is produced in almost every subject matter area and at almost every grade level at a very nominal price, making this type of instruction available to any small school.



Multiple classes in mathematics use tapes and programmed instruction to provide individual instruction.



Team Teaching class in American History and American literature with class divided into groups for different projects.

TEAM TEACHING

In small schools team teaching involves different subjects being taught by two teachers who form a teaching team. History and English, science and mathematics are examples of team teaching classes in which projects, themes, and information are joint activities for the students of each class.

Several project schools are employing this form of team teaching which has provided students and teachers with challenging and rewarding experiences.

Activities in team teaching classes can be scheduled for two periods of the day if necessary.

NON-GRADED PRIMARY

The non-graded plan is not offered as a cure-all for all problems. It enables the school to reach a child at his own level instead of a group level.

CHARACTERISTICS OF THE NON-GRADED PRIMARY

1. Places pupils in achievement groups based on readiness for and growth in reading.
2. Permits each child to progress continuously through reading levels according to his individual growth.
3. Maintains the best accepted teaching techniques.
4. Emphasizes the natural growth and development of each child rather than comparing his achievement with that of other children.
5. Provides for flexibility in the movement of children to groups in which they can achieve satisfactorily.
6. Allows for extending the program for the slow learner over a longer period and provides greater challenge for the superior reader.
7. Recognizes the needs for more adequate communication between school and home.
8. Offers the following advantages for pupils and staff:
    a. Gives all children the satisfaction of progressing.
    b. Leaves no gaps in the children's learning progress.
    c. Eliminates repetitions of materials.
    d. Helps with early diagnosis and adjustment of slow learners and gifted children.
    e. Lessens retardation.

NOW IS THE TIME TO TAKE A STEP UP.
3
5
7
8

Reading levels are a basic design of the non-graded primary, which provides students an opportunity for continuous progress.

Pupils are placed in achievement groups based on readiness for and growth in reading.

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION IN THE SMALL SCHOOL PROJECT

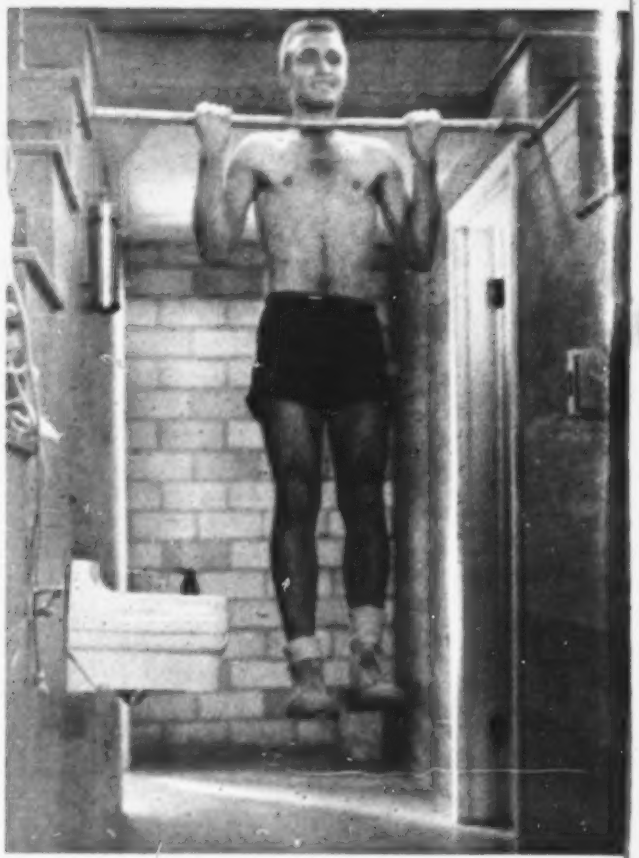
It has been recognized that Health and Physical Education are areas in which the public schools must develop to assure that each student receives adequate instruction and participation. Because of limited facilities and teachers and the ever present conflict with the athletic program, physical education will continue to suffer unless some of the experimental programs now being used prove successful.

Some of the things now used are: the Isometric strap which can afford a large number of students weight training (or a reasonable substitute), with a minimum of expense; weight training with home made equipment; mass formal calisthenics; coordination exercises.

In Health, several approaches are now being used. In one instance Health is taught as a separate credit course in the class room. Another way is to teach Physical Education three days per week and teach Health for two days. A third approach is to teach health in related subjects such as Biology, Science and Homemaking. All these methods have proven effective.

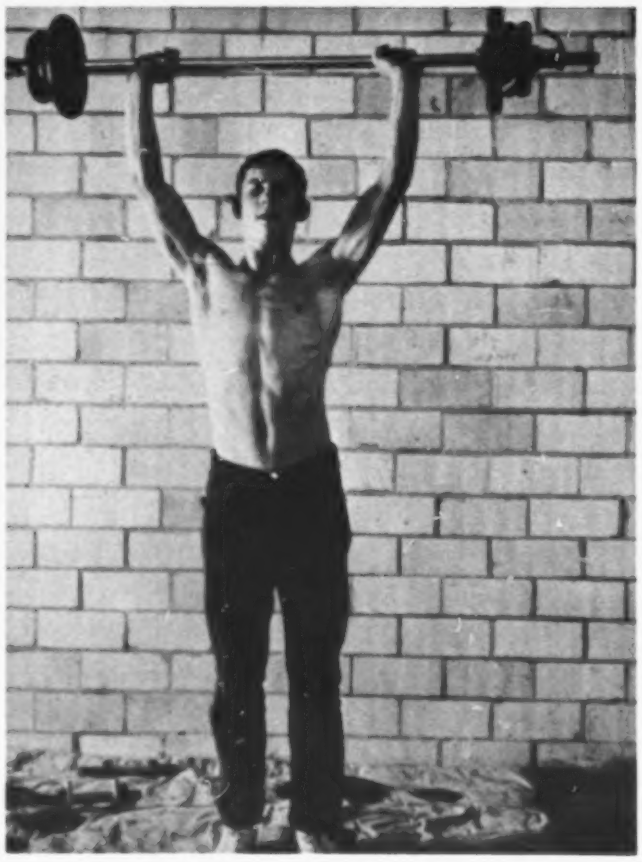
Muscle Development
Isometric Exercise

Formal Calisthenics



Inexpensive Muscle Development

Coordination Exercise



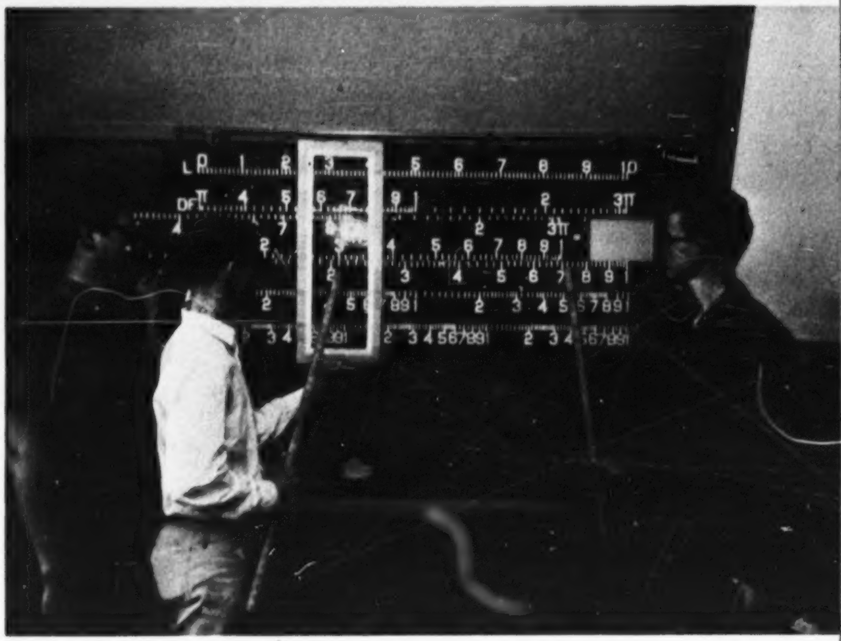
Building Muscles

MULTIPLE CLASSES

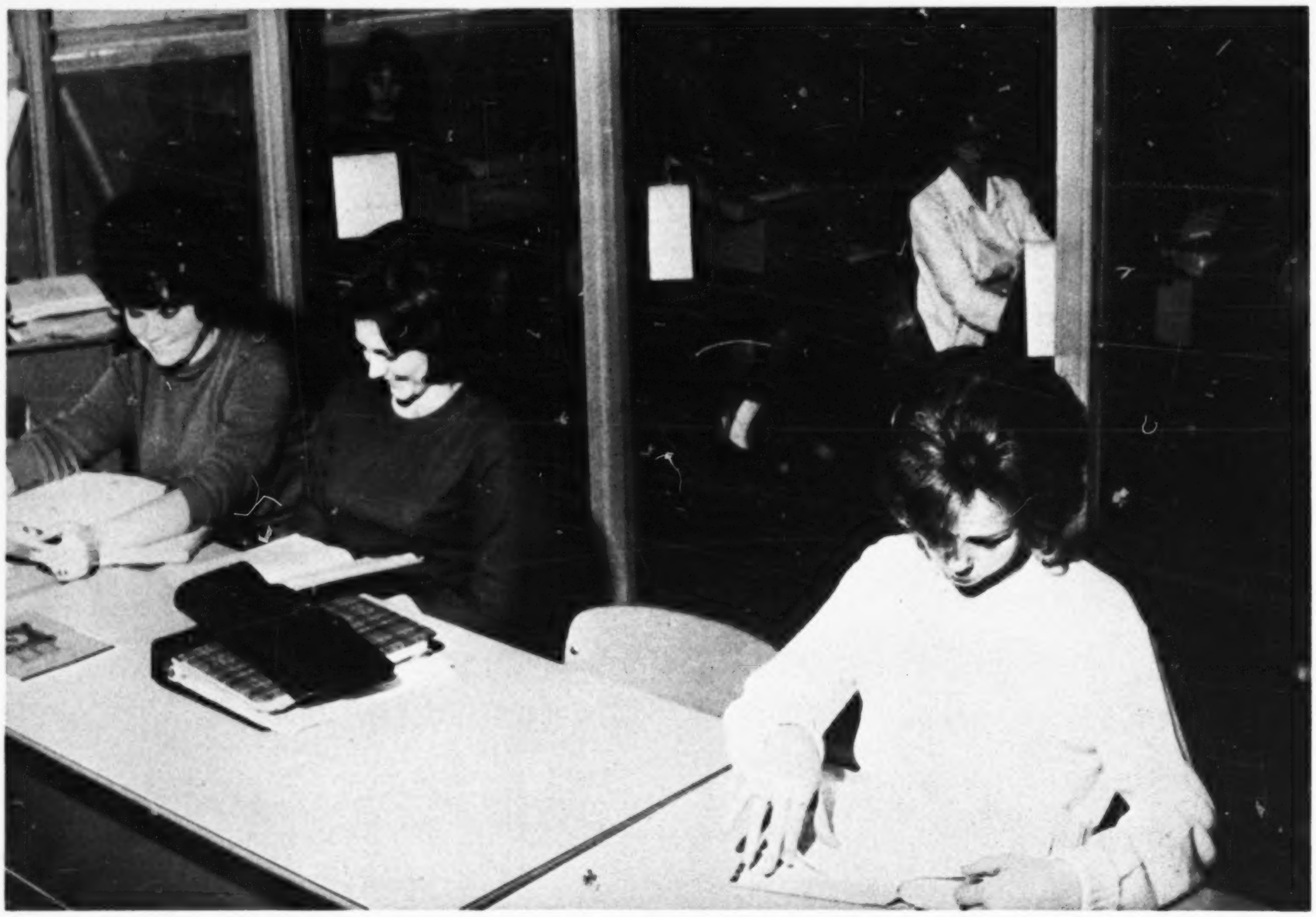
	1962-63	1963-64
Teachers	97	131
Classes	120	175
Subjects	46	56
Students	2,272	3,054

Multiple classes in the elementary grades are on the increase.

Project activity in multiple class in Algebra I, Algebra II, and Trigonometry.

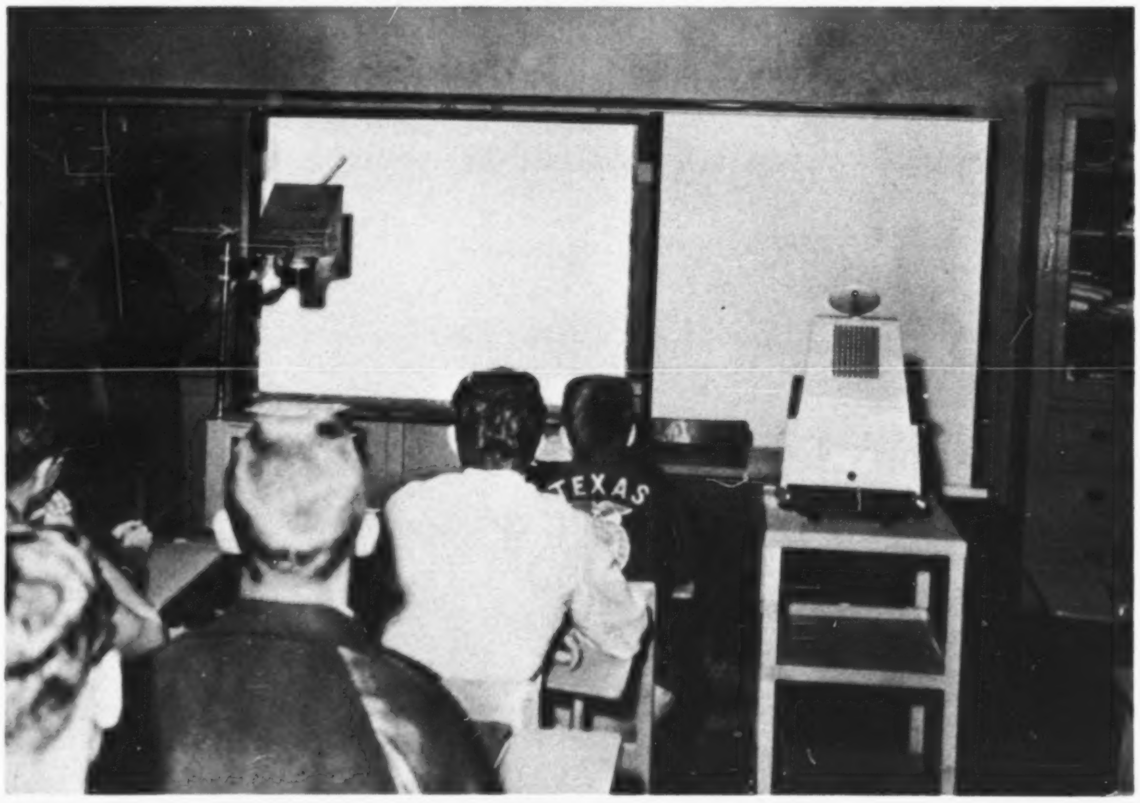


Multiple class in Typing I and Typing II.



Glass partitioned room for multiple class use.

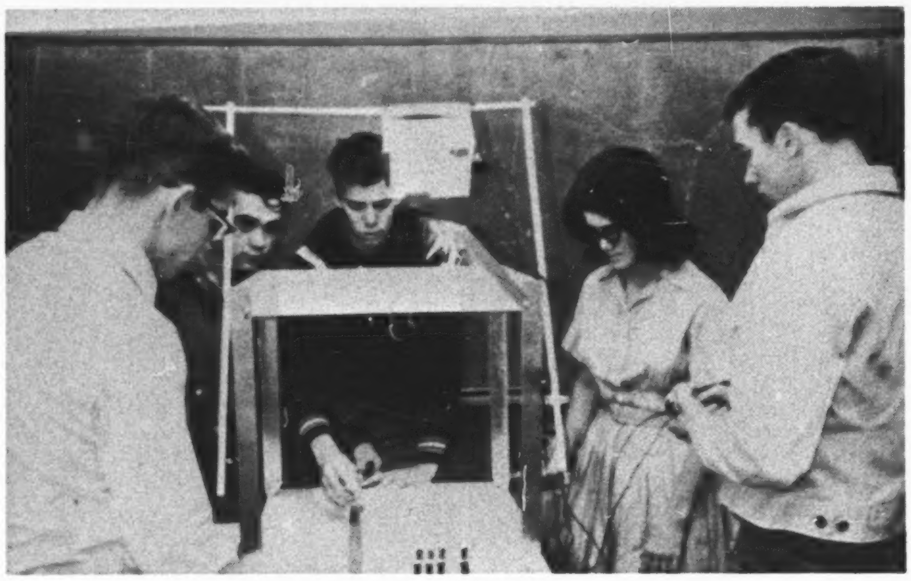
Multi-media is adaptable to use in multiple class teaching.



SUPERVISED CORRESPONDENCE COURSES

During the second year of the 1962-64 biennium, 73 students were offered 33 different subjects in 45 different classes supervised by 35 teachers.

A PSSC physics supervised correspondence course activity.



A supervised correspondence course in bookkeeping.

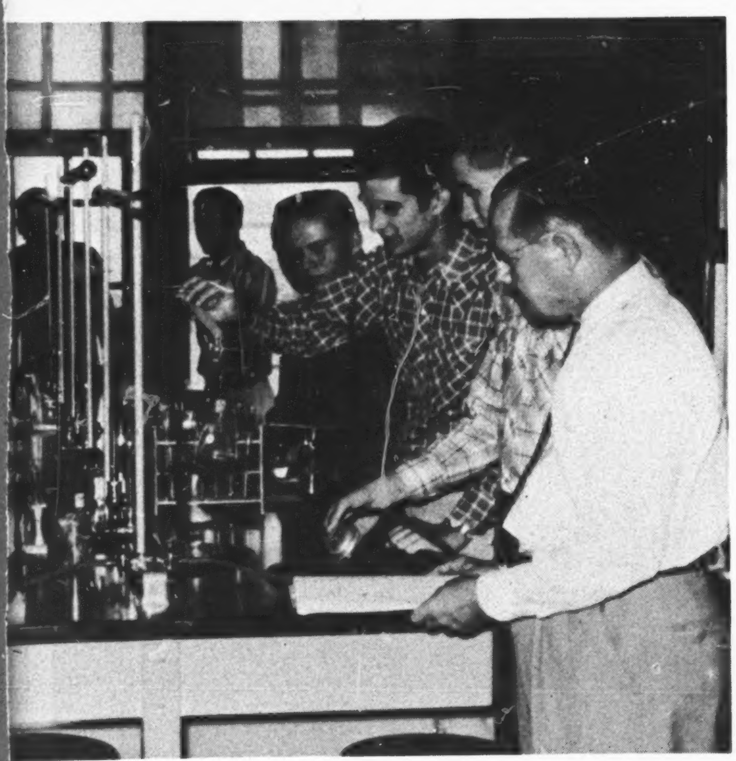
SPECIAL ACTIVITIES

Science Demonstration Teams

Science Fair Exhibits

Science class

Educational Television



Using Portable Science Lab

Team Learning

SCHOOL AIDES HELP

By delivering and operating teaching equipment.

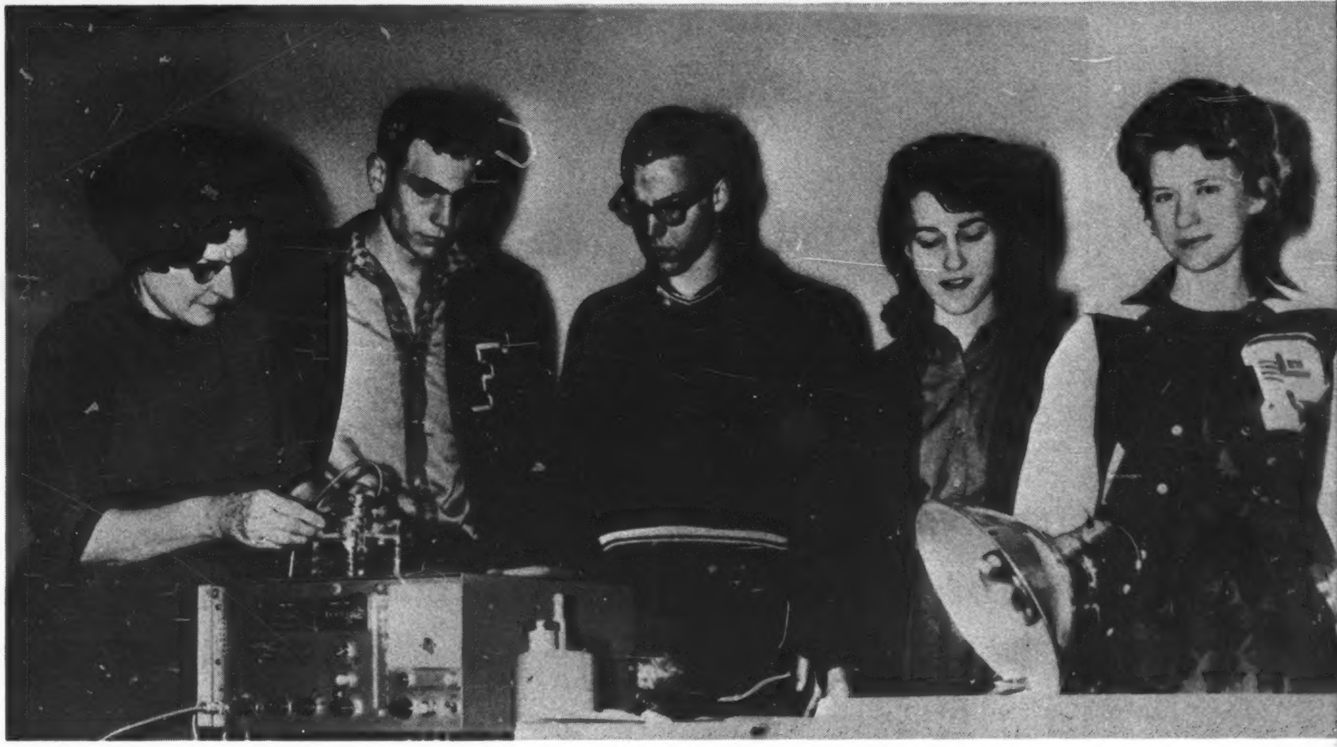
By checking roll and taking lunch count.

By preparing bulletin board displays.

SEMINAR PROGRAM FOR GIFTED STUDENTS

During the 1963-64 school year a new program, Seminars for Gifted Students, was initiated in the Texas Small Schools Project. The seminar program has been an attempt to recognize gifted students in small schools and provide them with materials and experiences commensurate with their abilities and interests.

The Seminar Program has been considered for the past three years; however, it was impossible to implement until the school year, 1963-64, due to other needs having to be met and lack of personnel. The program was finally conceived through the efforts and interests of project schools, personnel of colleges located in close proximity to large numbers of project schools and staff members of the Texas Education Agency.



In this technical space age world of today, electronics has provided many hours of demonstration and discussion to seminar students in the five experimental areas of the state.

In the summer of 1963 colleges were invited to participate as Seminar Centers and select an interested member of their staff to act as coordinator of the Seminar. The five coordinators and colleges selected were: Dr. W. R. Carmichael and Dr. Bob Brooks, Sam Houston State Teachers College; Mr. Bruce Golemon, Cisco Junior College; Mr. Furman Milton, Henderson County Junior College; Mr. John P. Yates, South Plains Junior College; and Mr. Harold Vail, Hill County Junior College.

Prior to the beginning of the school year, 1963-64, project schools desiring to participate in the Seminar Program selected junior and senior high school students considered to be gifted and submitted their names to the college coordinator. The college then extended a personal invitation to these students to participate in the Seminar. Originally each Seminar was to consist of not more than twenty-five students; however, in some there were more and in some less because of the number of schools that each Seminar Center served.

Seminar Group, Region IV on Foreign Relations.

Five of the regions in the Texas Small Schools Project participated in the Seminar Program. Region 2 was served by Sam Houston State Teachers College, Region 8 by South Plains Junior College and Region 11 by Henderson County Junior College. From all five regions there was a total of 138 students involved and a total of 38 schools participating.

On November 19, 1963, an Orientation Conference for the Seminar Program was held at Hill Junior College. All participating schools and college coordinators attended for the purpose of better organization and planning and to share the experiences each Seminar Center had had to that time.

Region VII Superintendents observing students.

Seminars were held bimonthly, and each session was three hours in length. Students were transported to the Seminar Centers by the local school; however, some of the colleges picked these students up on the days of the Seminar in a college bus making regular runs to the schools.

The first Seminar Session at each Seminar Center of the year was devoted to acquainting the students with the Seminar approach to learning and what they could expect from it. The students and their coordinator selected topics and areas for discussion and explanation for the entire year. Some of the sessions were devoted to studying various occupations, the humanities, juvenile delinquency, the Texas Constitution, teenage problems, current

Entire Seminar Group of Region VIII.

events, hobbies, foreign aid, religions of the world, communism, creativity, and American economic structure.

All Seminars conducted an average of 11 meetings throughout the year.

The pattern of the Seminars was to invite outside resource persons and specialists to discuss with the students a particular area. From the five Seminars over sixty resource people were used including those involved in field trips to special centers.

The objectives of the Seminar program have been:

1. To provide intellectual stimulation and challenge resulting from discussion and debate with intellectual peers.
2. To orient students into methods of purposeful critical thinking, inquiry and discussion.

Seminar Session in Modern language laboratory.

Seminar Group from Region IV, Hill Junior College.

Seminar students viewing the latest in IBM equipment at Cisco Junior College.

The opportunity for seminar students to discuss with top level consultants important topics such as atomic energy is an unquestioned advantage of the seminar program. Guidance and counseling material are immediately available for students following each meeting.

Seminar Group from Region XI meeting at Henderson County Junior College.

Topic for the day at Region IV Seminar was "Teenage Dating."

TESTING AND GUIDANCE PROGRAMS

The sixteen cooperative counselors working in project schools have provided leadership to both students and teachers.

Teachers also play an important role in the guidance program.

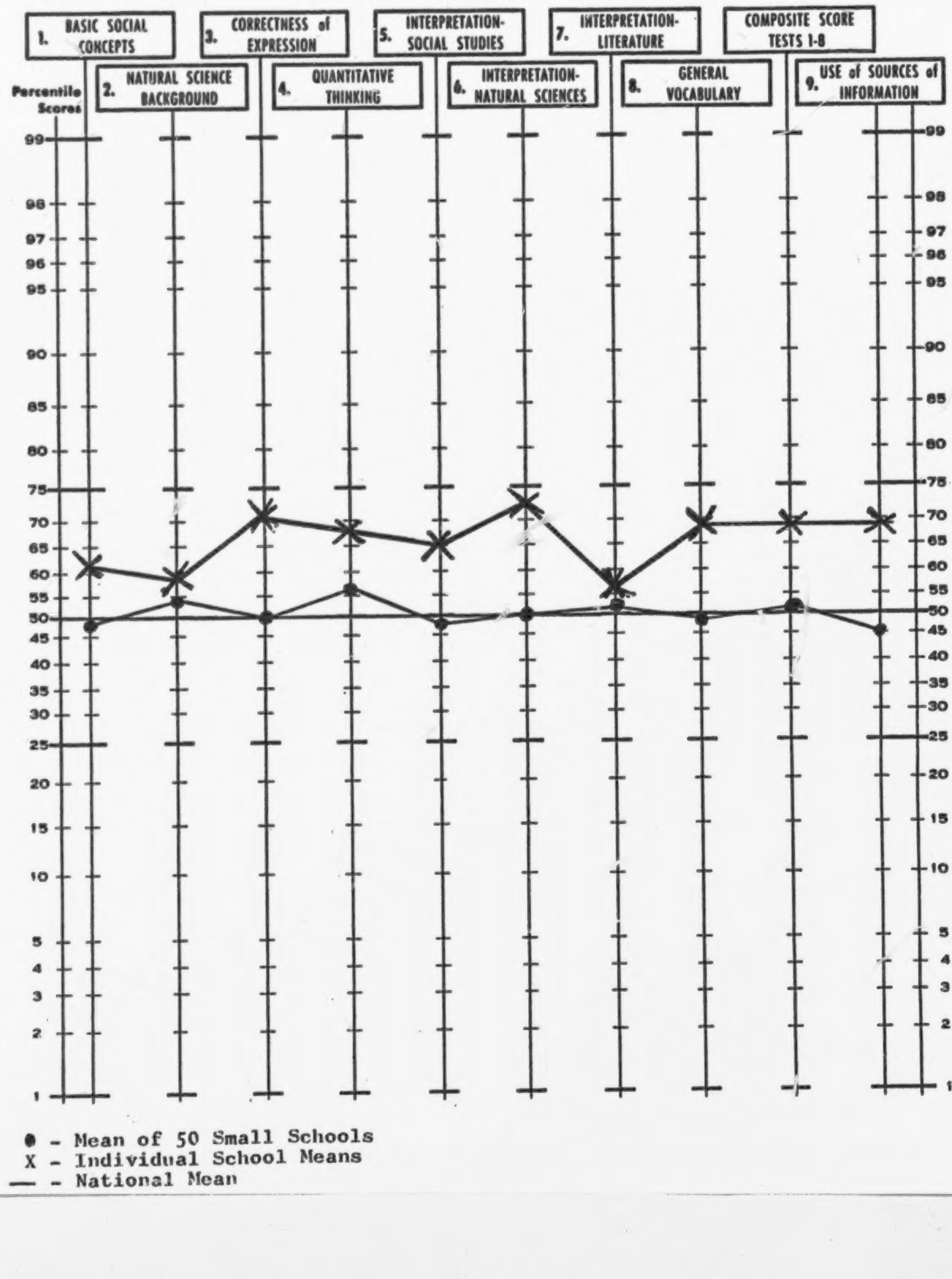
COOPERATIVE TESTING

A cooperative testing program is being used by the project to observe the results of tests taken by project school students compared to national norms. For the past two years, SRA Tests have been used by all project schools in grades 7, 9, and 11. The results of these tests are plotted and returned to project schools for use in curriculum planning and guidance counseling.

Comparison of Mean School Averages for 50 Project Schools Based on National Student Percentile Norms

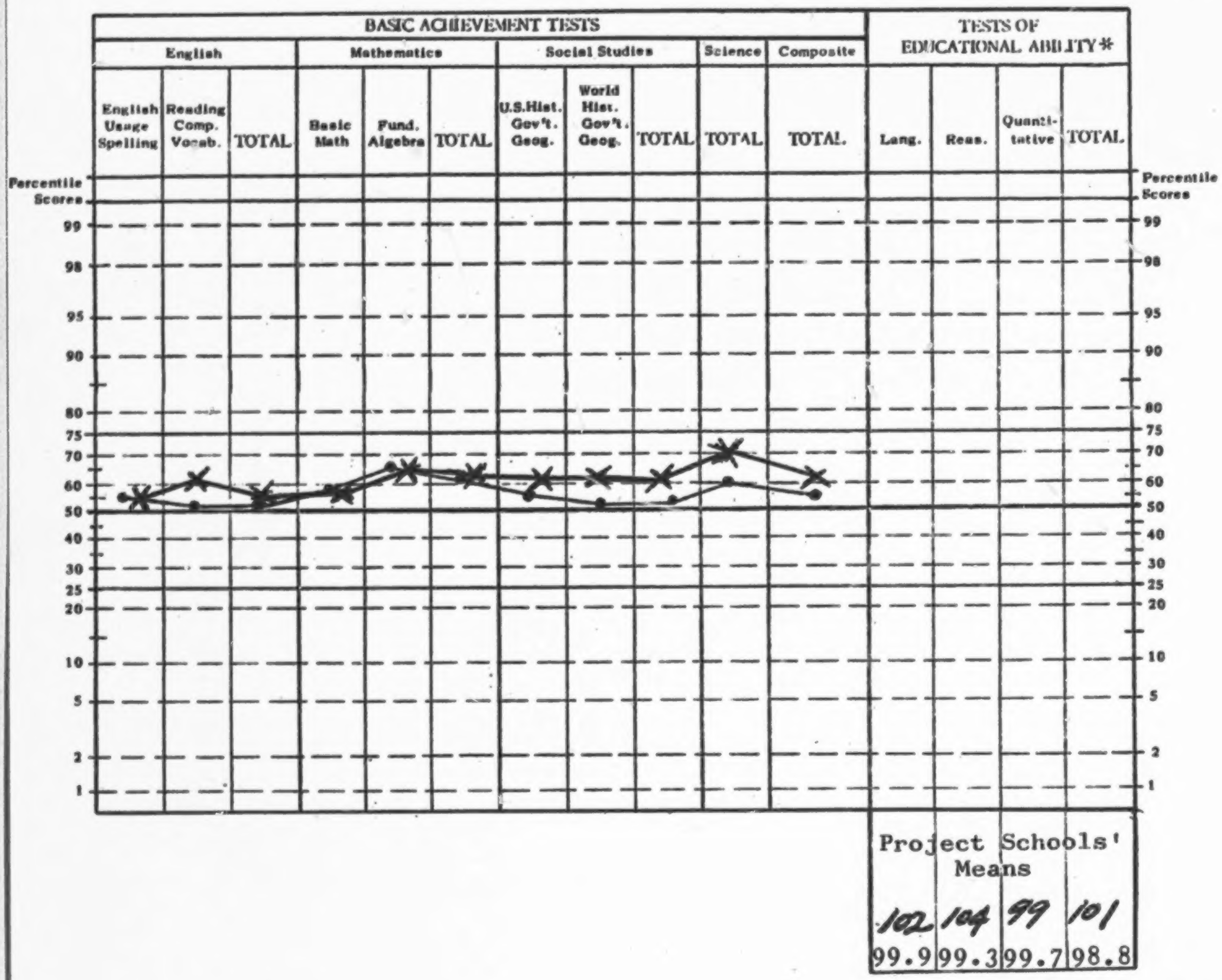
(Iowa Test of Educational Development, Grade 11, Fall, 1962)

School ____



Comparison of Mean School Averages for 47 Project Schools Based on National Percentile Norms

(SRA Teach Battery, Grade 9, Fall, 1962)



● - Mean of 47 Project Schools
X - Individual School Mean
— - National Mean

* - No Percentile Norms Available at this time

Typical counselor administering battery of standardized tests now being used by the Small Schools project.

DROP-OUTS IN SMALL SCHOOLS

In January, 1964, a study was made of drop-outs in 49 small schools participating in the Texas Small Schools Project. Some people seem to feel that we have very few drop-outs in small schools, and there is a lack of information on the students that do drop out. The purpose of the survey was an attempt to gain information on drop-outs in small schools in relation to number, age, sex, and grade. The method used to obtain the information was to send questionnaires to the 84 schools participating in the Texas Small Schools Project; however, only 58% of the questionnaires were completed and returned.

The instrument was designed to determine the number of drop-outs for the past five years, their age, grade, and sex, and the reason for their dropping out.

Examination of the results revealed that it was only for the past three years, 1960-61, 1961-62, and 1962-63, that there was sufficient information for consideration. The information was recorded by the administrators from each school, and the administrators' information was obtained from school records and/or their personal knowledge of the drop-outs.

The results of the study are contained in Figures 1, 2, and 3.

Figure 1 represents the grade levels given most frequently for drop-outs during the 3 year period studied. The percentage for each sex is taken from the 269 males and the 190 females and not from a combined total of male and female drop-outs.

Grade Levels Given Most Frequently for Drop-Outs

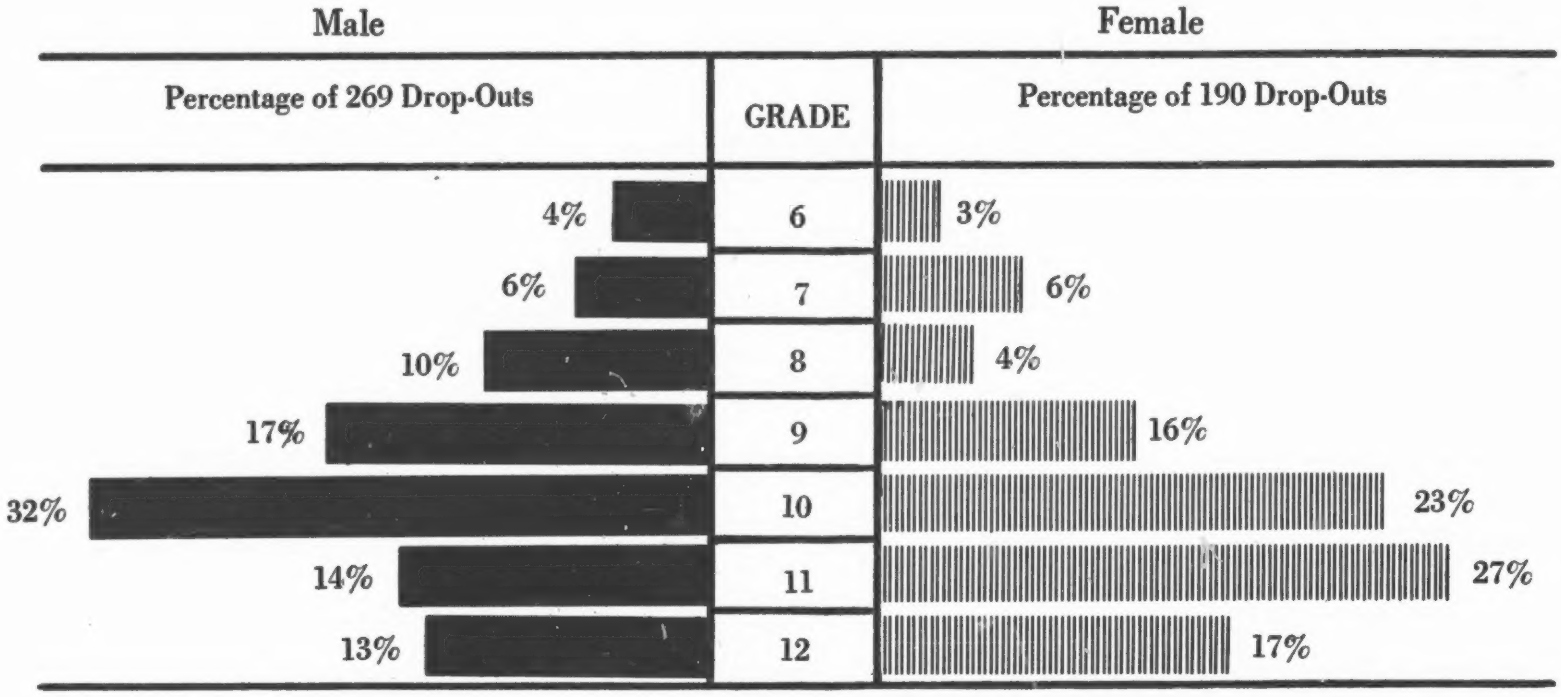


Figure 1

As can be seen in Figure 1 the highest percentage of males, 32%, dropped out in the 10th grade, and the second highest percentage, 17%, dropped out in the 9th grade. Grades 11 and 12 had about the same percentage of drop-outs.

Figure 1 shows the highest percentage of females, 27%, dropped out in the 11th grade, and the second highest percentage, 23%, dropped out in the 10th grade. Grades 9 and 12 had about the same percentage of drop-outs.

Concerning the number of drop-outs, the study revealed the following:

1. Only a small number of drop-outs occurred in the elementary grades, but the number began to increase at the 6th grade level and reached a maximum in grade 10.
2. In the secondary school a total of 26 males dropped out in grade 8, 45 in grade 9, 85 in grade 10, 47 in grade 11, and 34 in grade 12.
3. The total number of male drop-outs has been decreasing slightly during the last 3 years. In 1960-61 there were 101 males who dropped out, but in 1961-62 there were 97 and there were 71 in 1962-63.
4. A total of 8 females dropped out in grade 8, 30 in grade 9, 44 in grade 10, 51 in grade 11, and 33 in grade 12.
5. The total number of female drop-outs has also been decreasing during the last 3 years. In 1960-61 there were 70 female drop-outs, and in 1961-62 there were 66 and 54 in 1962-63.
6. In the past 3 years 269 males and 190 females dropped out making a total of 459 or 1.5% out of an enrollment of 30,984. This finding is consistent with the literature which indicates that more males drop out than females.

The greatest number of drop-outs, 171, occurred during the 1960-61 school year. The total enrollment increased each year while the total number of drop-outs appears to have decreased. There is no valid explanation for this decrease in the number of drop-outs; however, we can assume there were some limitations to the instrument used or we might like to assume that the increasing concern with drop-outs may be bringing good results.

Figure 2 portrays the ages given most frequently for drop-outs. The percentages for each sex are taken from the 269 males and the 190 females and not from a combined total of male and female drop-outs. As can be seen in Figure 2, the highest percentage of males, 36%, who dropped out was at age 16, and the second highest percentage, 21%, was at age 17. About the same percentage dropped out at ages 15 and 18. As illustrated in Figure 2, the highest percentage of females, 31%, who dropped out was at age 17, and the second highest percentage, 30%, was at age 16. The percentage, 13%, at age 15, is slightly more than the percentage, 10%, at age 18.

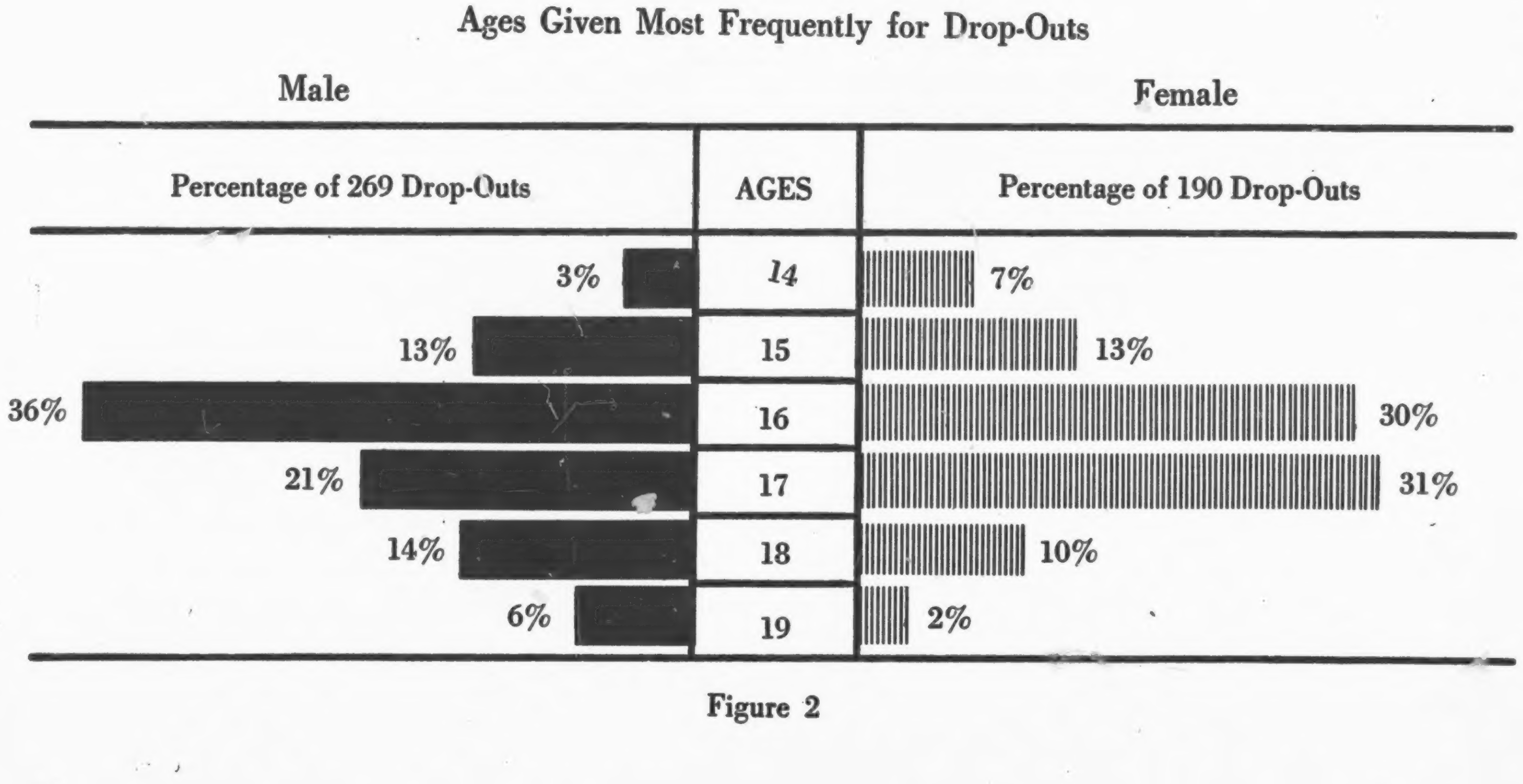


Figure 2

In studying the ages of students who drop out, it was found that the ages most frequently reported began at age 14. The majority of the drop-outs reported dropped out at ages 16 and 17. The average age for males was 16.1 and the average age for females was 15.8. The average age for all drop-outs, male and female, was 16.

An interesting finding was that 20 students who were age 19 dropped out at various grade levels. A question might be asked as to why these students reached the age of 19 before dropping out. Were these students still struggling to finish school?

Figure 3 illustrates the reasons given most frequently for drop-outs. The administrators were instructed to use one reason or a combination of reasons for drop-outs. The percentages for each sex are taken from the 269 males and the 190 females and not from a combined total of male and female drop-outs.

One can see from Figure 3 that no one reason really stands out as being the dominant reason given for the male drop-outs but a combination of reasons.

Of the reasons reported most frequently for male drop-outs, 14% was attributed to low scholastic ability, 12% to parental attitude, 10% to retardation and 10% to dissatisfaction with the school.

Examination of Figure 3 reveals that the greatest single reason given for female drop-outs was marriage.

The study revealed that 115 females dropped out primarily for marriage, and the greatest number, 40, occurred in the 11th grade with 28 in the 12th grade, 24 in the 10th, 15 in the 9th and 5 in the 8th. Most of the marriages, 40, occurred during the 1961-62 school year; however, the marriages occurring in all years are about the same. Thirty-eight marriages occurred in the 1960-61 school year and 37 in the 1962-63 school year. It was interesting to note that 4 marriages occurred in grades 5 and 6. The question could be asked as to why these girls got married in these grades. Were these girls too old to remain in school, or were there other reasons such as dissatisfaction with school, dislike for teachers, an inadequate curriculum, or too little concern for them?

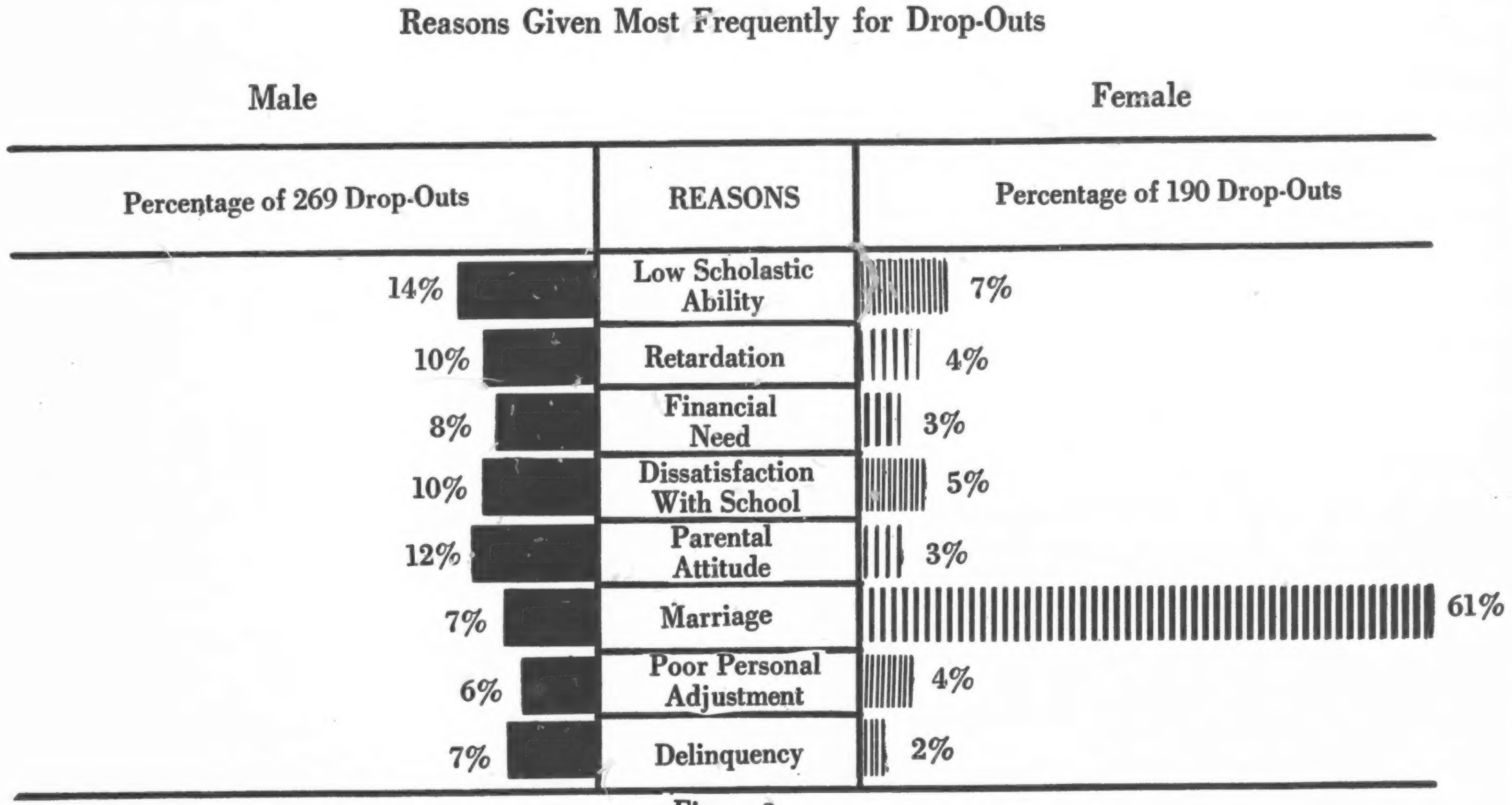


Figure 3

Low scholastic ability was a reason given for 38 males dropping out. Twelve of these drop-outs occurred in the 10th grade and 7 occurred in the 11th grade. Five dropped out for this reason in grades 9 and 12. Of these students, 21 dropped out for this reason in grades 9 and

12. Of these students, 21 dropped out during the 1961-62 school year while 12 dropped out in 1960-61 and 5 in 1962-63.

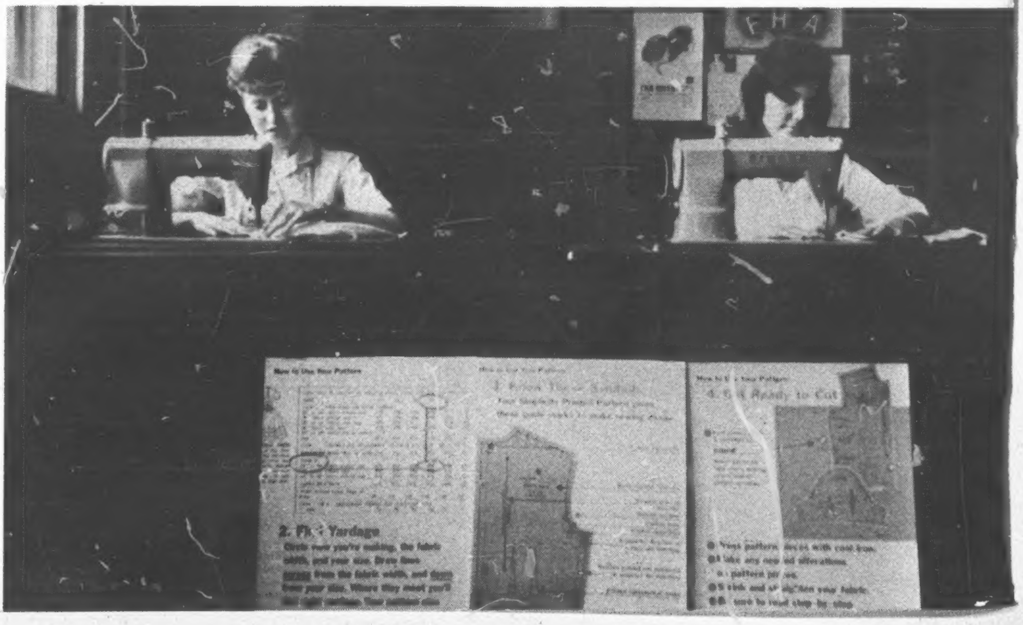
Another primary reason given for males dropping out was parental attitude. Thirty-two students dropped out because of this reason of which 15 dropped out in the 10th grade, while a smaller number dropped out in grades 8, 9, 11, and 12. Sixteen of the students dropped out during the school year 1960-61, with 12 dropping out in 1961-62 and 4 in 1962-63.

SUMMARY

Information was needed on drop-outs in small schools, and a study was conducted by obtaining available information from administrators of small schools. For the past 3 years, out of an enrollment of 30,984, in 49 schools, 459 or 1.5% of these students dropped out. Of this group 269 were males and 190 were females. More of the drop-outs occurred in grade 10 with more males dropping out in the 10th grade and more females at grade 11. The average age for male drop-outs was 16.1 and for females 15.8. The average age for all drop-outs was 16. The primary reason given for female drop-outs was marriage, while there appears to be a combination of reasons for male drop-outs, including low scholastic ability, parental attitudes, retardation, and dissatisfaction with school.

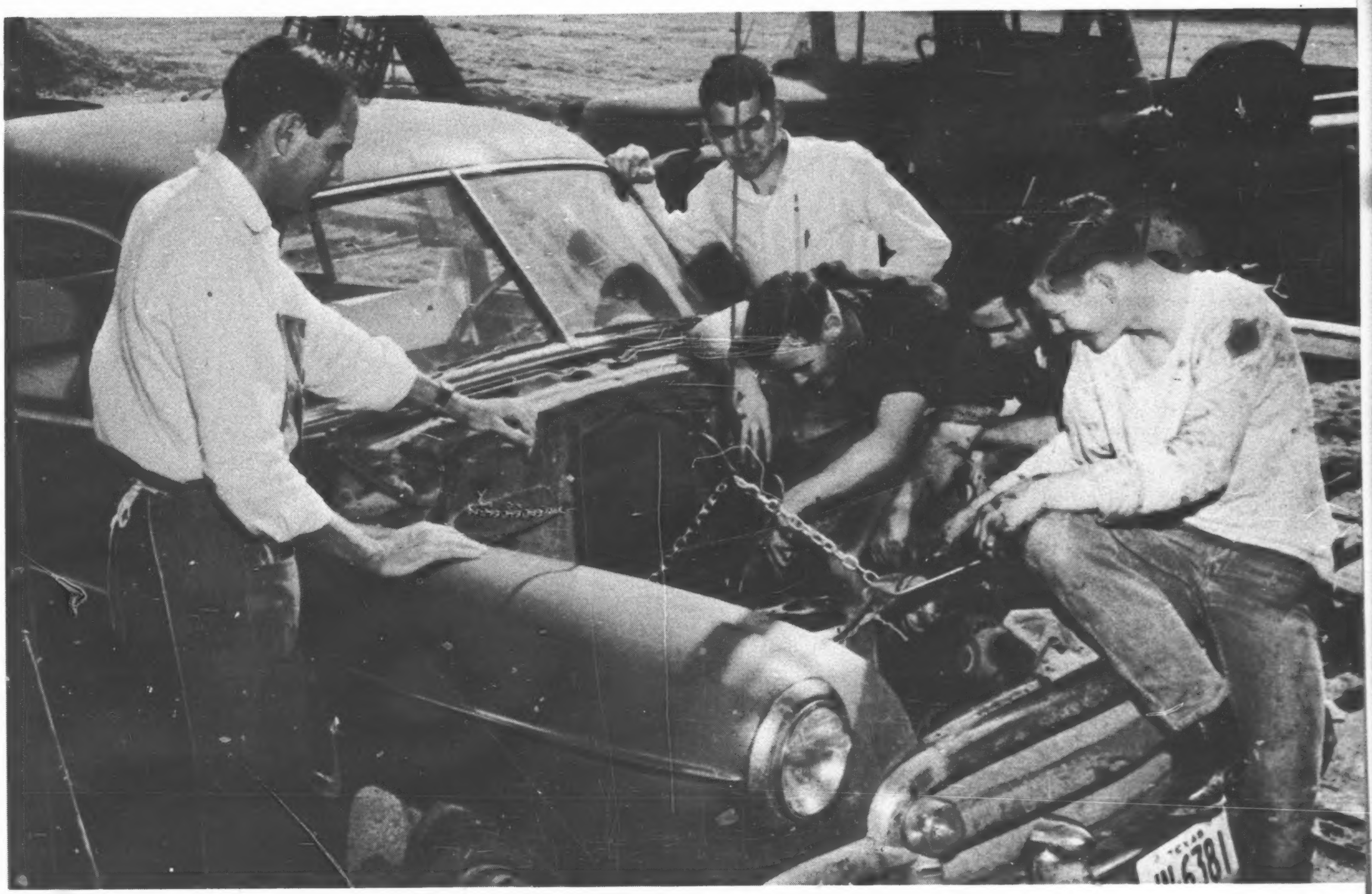
Much of the information obtained seems to concur with the literature. More boys drop out than girls, the average age is 16, and more drop-outs begin occurring at the junior high school level, reaching a maximum in grade 10. However, marriage has not been given as a primary reason for girls dropping out as has been indicated in the present study.

This study is limited in that only a small sample of schools was used; however, we do have drop-outs in small schools even though the number may seem small. Perhaps we might become a little more concerned and examine our own feelings about those who drop out or who are potential drop-outs. We might devote more time and study to the reasons students drop out. Reasons differ when we compare what we think is the reason for students dropping out and the reasons they give for dropping out. If marriage is the reason for girls dropping out, we might consider giving girls more guidance in this area in regularly planned programs of guidance or in home economics classes. The question might be asked—is marriage a reason or a result of girls dropping out? It was interesting to note that an inadequate curriculum was given as a reason for only one drop-out. We might examine our entire curriculum in an attempt to determine what we might be able to offer some of these potential drop-outs in affording them an opportunity to succeed. Consideration should be given to an evaluation of the procedures for promoting and retaining students.



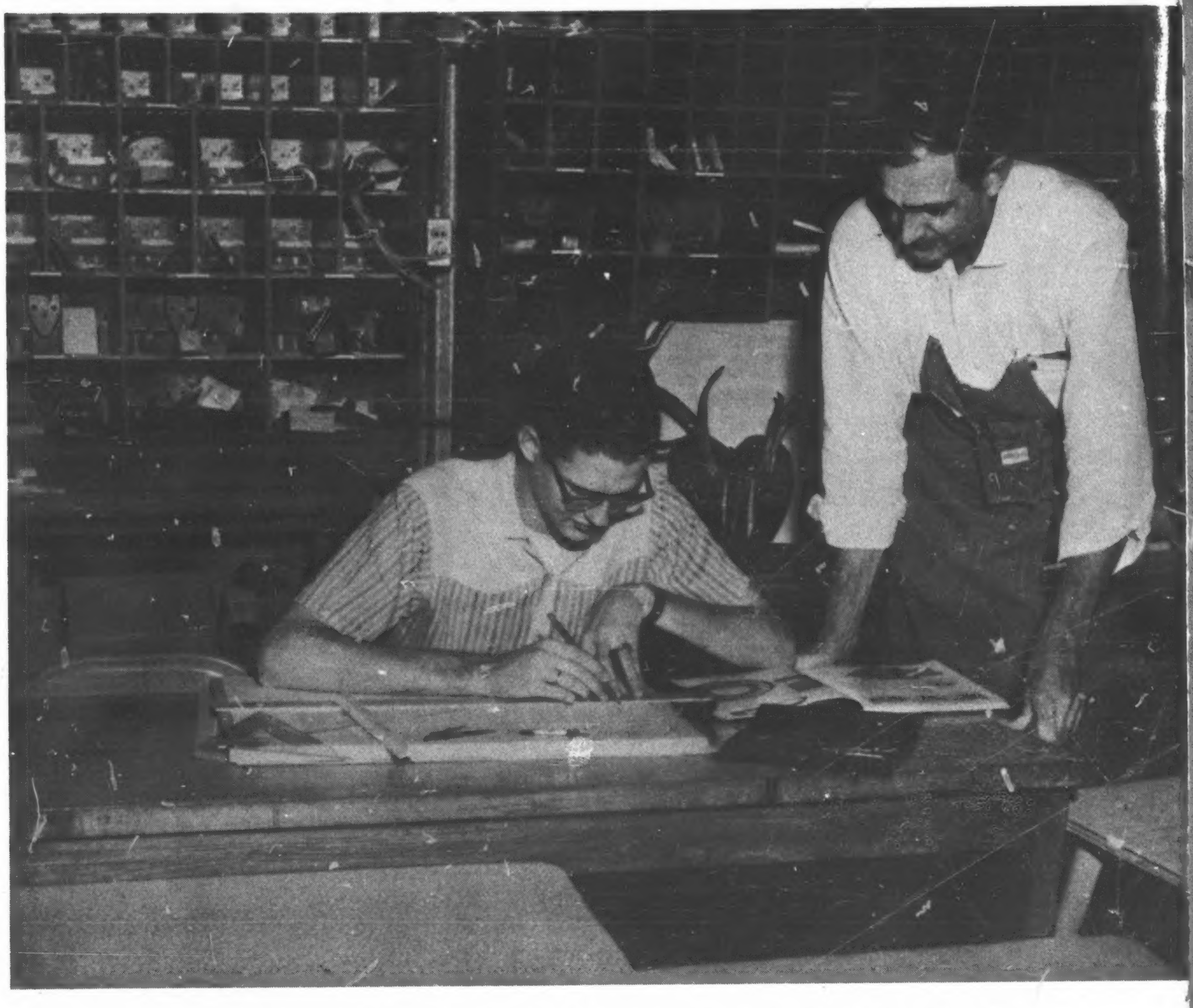
Homemaking interest helps drop-out prevention.

DROP-OUT PREVENTION PROGRAMS

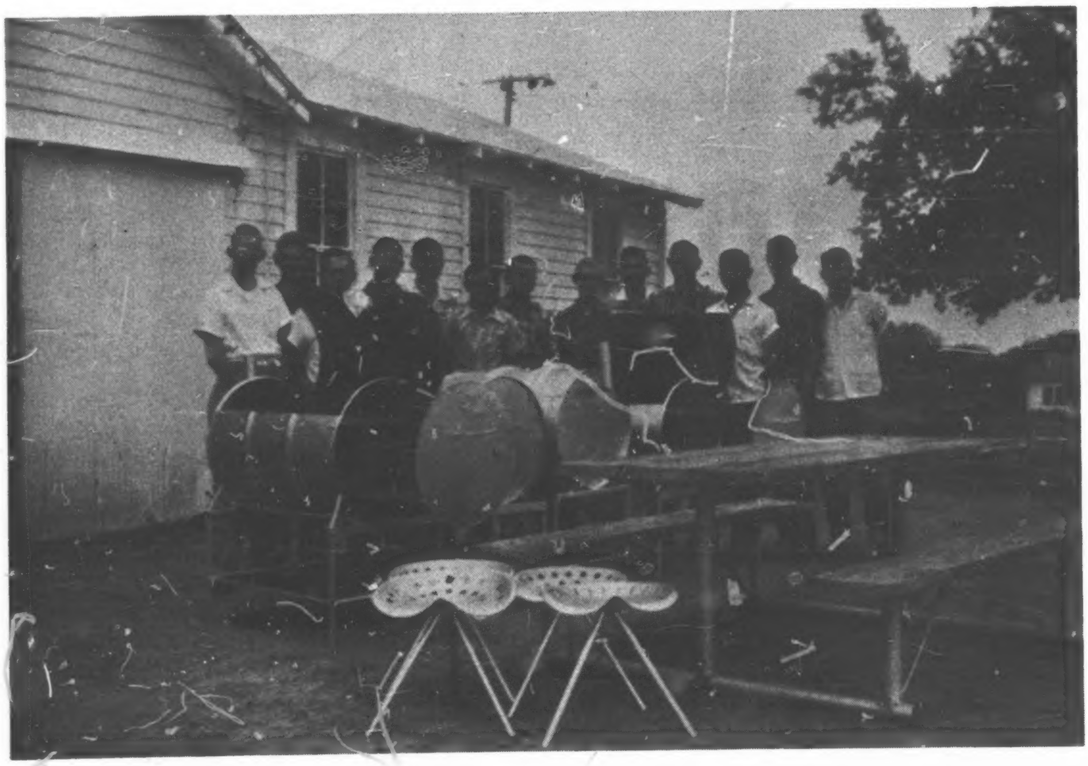


Auto mechanics may be one of the answers in solving the increasing drop-out rate in Texas' schools.

Vocational and non-vocational homemaking at secondary and junior high school levels has become increasingly important in small school programs.

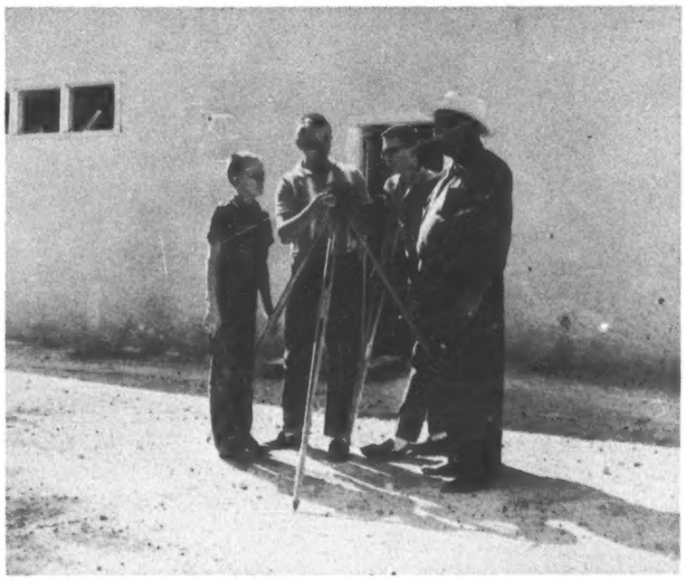


A student in a small high school working with his instructor in a mechanical drawing class.



Every boy pictured could be a potential drop-out, but through active industrial and vocational programs worthwhile citizens have been produced.

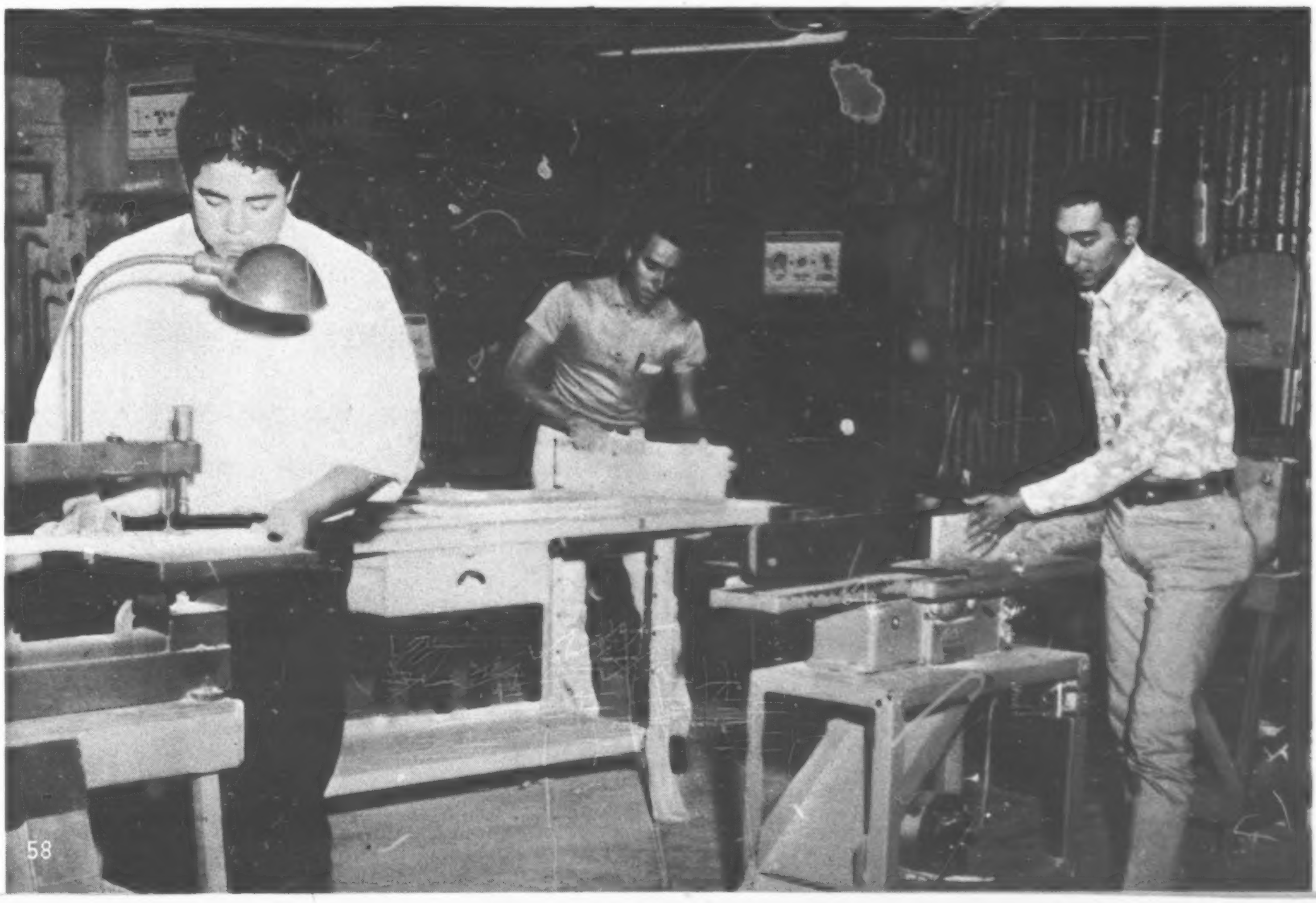
Co-operative programs in two or more schools give students opportunities to study many subjects such as surveying.



Metal and wood lathe work provide educational as well as entertaining outlets for the varied interest of the students in many small schools.

Leather craft at all levels has provided opportunities for boys and girls to demonstrate talents not otherwise exhibited.

The chance to make and exhibit something of your very own has helped hold many potential drop-outs in the small schools of Texas.



THE GUIDING PRINCIPLES

The guiding principles of the Texas Small Schools Association are embodied in the Constitution.

Preamble

Since it is imperative for a people to give fuller expression to those ideals which it believes vital to the progress of education; and that special efforts to strengthen, preserve, and protect good small schools of Texas are necessary, we do hereby establish this Constitution of the Texas Small Schools Association.

ARTICLE I—Name

The name of this organization shall be the Texas Small Schools Association.

ARTICLE II—Purposes

The purposes of this association shall be to:

1. Provide leadership for total school improvement through cooperative inservice training programs and projects.
2. Promote good will and harmony among all school and professional organizations of the State.
3. Champion the cause of good small schools in Texas.

ARTICLE III—Membership

Section 1. The membership in this Association shall be individuals interested in preserving the ideals set forth in the Preamble of this Constitution.

A. One hundred percent (100%) participation of professional personnel in the Texas Small Schools Association shall entitle board members of said districts to all rights and privileges of membership.

B. Payment of individual fees shall constitute membership for county superintendents, cooperative personnel, and other interested professional persons.

C. All professional members of the Texas Small Schools Association shall be members of the Texas State Teachers Assocation.

ARTICLE IV—Officers and Executive Committee

Section 1. The officers of this Association shall be:

1. President
2. President-Elect
3. Vice President
4. Immediate Past-President
5. Secretary-Treasurer
6. Executive Committeemen

Section 2. The president must have been a member in this Association one year prior to his election. He shall be elected by a majority vote at the Annual Meeting of the Association duly assembled.

Section 3. The president-elect and vice president must have the same qualifications as the president.

Section 4. The secretary-treasurer shall be appointed by the president.

Section 5. The Executive Committee shall be composed of the president, president-elect, vice president, immediate past-president, secretary-treasurer, and the chairman of each TSTA district. If the district is not organized and the president is not notified by June 1, preceding the annual convention, the TSTA district representative shall be appointed by the president.

ARTICLE V—Amendments

The Constitution may be amended at the annual convention of the TSSA by 2/3 vote of the membership present.

Bylaws

ARTICLE I—Rules of Order

Robert's Rules of Order shall be the authority on all questions of procedure not specifically stated in this Constitution and Bylaws.

ARTICLE II—Duties and Terms of Office

Section 1. Each officer shall take office at the last session of the annual convention and serve for one year or until his successor is elected. In case a vacancy in office occurs, it shall be filled by the Executive Committee to finish the unexpired term.

Section 2. The president shall preside at all meetings. He shall appoint all committees not otherwise provided for in the Bylaws and be ex-officio member. He shall approve all official communications sent out in the name of the Association.

Section 3. The president-elect shall preside in the absence of the president and act as chairman of the Program Committee. The duties of the Program Committee shall be to provide for, and make all necessary arrangements for programs at all regular meetings of the Association.

Section 4. The vice president shall preside in the absence of the president and president-elect and be chairman of the Publicity Committee and Public Relations Committee. The functions of the Publicity Committee shall be to provide the necessary publicity regarding activities, plans, purposes and accomplishments of the Association. The functions of the Public Relations Committee shall be to assist the president and the Executive Committee to formulate plans and proposals for the promotion of better understanding the aims and purposes of the TSSA.

Section 5. The secretary-treasurer shall sign all vouchers, after authorization by the Executive Committee. He shall keep a complete report of all meetings of the Association. He shall receive all moneys due the Association and deposit said funds in a bank designated by the Executive Committee and he shall make a financial report to the Association at the annual convention.

ARTICLE III—Executive Committee

Section 1. The Executive Committee shall meet at the annual meeting or at the call of the president or a majority of the Executive Members. It shall be the duty of the Committee to act upon business which is to be presented and to fill vacancies which may arise between meetings as herein provided.

Section 2. A member of the Executive Committee shall forfeit his membership on the Committee upon a majority vote of the Executive Committee.

Section 3. Members of the Executive Committee shall serve for one year or until their successors are duly qualified. The Executive Committee year shall coincide with the term of office of the president.

ARTICLE IV—Special Committees

Section 1. There shall be the following special committees: Budget, Auditing, Nominating, Legislative, and such others as may be created by the Executive Committee.

Section 2. Special committees, except the Nominating Committee, shall be composed of three (3) members, and shall be appointed by the president. Any person so appointed to any special committee shall be a dues-paying member of the TSSA.

Section 3. The Nominating Committee shall be composed of not fewer than five (5) nor more than seven (7) members, and shall be appointed by the president and approved by a majority of the Executive Committee: provided, however, that not more than one (1) member so appointed to the Nominating Committee shall be selected from any TSTA district.

ARTICLE V—Standing Committees

Section 1. The president shall appoint the following standing committees: Membership and such others as may be created by the Executive Committee. Each standing committee shall be composed of five (5) members who shall be members of the TSSA and who shall serve for a term of one year. Any vacancy on any standing committee created from any cause shall be filled by appointment by the president.

Section 2. The duties of the Membership Committee shall be to promote active memberships in the TSSA.

Section 3. The president shall be a member of all committees.

ARTICLE VI—Nominations and Elections

Section 1. Officers of the Association shall be elected at the annual convention from the slate of officers presented by the Nominating Committee or from the floor provided the nominee's consent is secured before the vote is taken.

Section 2. Election will be by majority vote of the members present.

ARTICLE VII—Meetings

Section 1. The annual meeting of TSSA shall be set by the president, with the approval of a majority of the Executive Committee.

Section 2. District sectional meetings shall be held concurrently with the district meetings of the TSTA. Each district shall have a chairman, chairman-elect, secretary-treasurer, and other officers deemed necessary. Duties of the district officers shall be the same as those of the state officers.

Section 3. The order of business shall be as follows unless changed by a majority of those present:

1. Opening remarks by the president
2. Secretary's report
3. Treasurer's report
4. Reports of committees
5. Unfinished business
6. New business

ARTICLE VIII—Dues

Section 1. The dues of the Association shall be two dollars ($2.00) annually, payable to the state treasurer of TSSA. The membership year shall begin on September 1 and end on August 31.

ARTICLE IX—Quorum

Section 1. A quorum for the annual business meeting of the Association shall consist of the members present.

Section 2. A quorum for all committee meetings shall consist of the members present.

Section 3. A quorum for Executive Committee meetings shall consist of members present after due notification, 10 days in advance, by the president.